Committee of the Whole Board

Monday, October 16, 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 / Land Acknowledgement Statement **(7:15 p.m.)**
- (e) Agenda Additions/Deletions/Approval
- (f) In Camera Report

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

*	(a) Violent Incidents in Schools – Grand Erie Perspective	B. Blancher

C – 1 **Director's Report**
- (a)

D – 1 **New Business — Action/Decision Items**
- (a)

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

*	(a) Enrolment Update	R. Wyszynski
*	(b) Primary Class Size Report	R. Wyszynski
*	(c) Data Report – Voluntary Indigenous Self-Identification (SO16)	B. Blancher
*	(d) 2017-18 Board Action Plan on First Nation, Métis and Inuit Education (FNMI)	B. Blancher
*	(e) Public Consultation Plan for Special Education Plan Annual Review	L. Thompson
*	(f) "Our School" Survey Results	W. Baker
*	(g) Elgin Avenue Public School Consolidation Project i. Temporary Accommodation Strategy ii. Striking of Project Team	R. Wyszynski

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

*	(a) F5 Advocacy (C)	R. Wyszynski
*	(b) HR2 Consideration of Employee Concerns (C)	S. Sincerbox
*	(c) F2 Budget Development Process (A)	R. Wyszynski
*	(d) F102 Purchasing Card Program (C)	R. Wyszynski
*	(e) F103 Travel and Expense Claims (C)	R. Wyszynski
*	(f) FT112 Disposal of Surplus Furnishings and Equipment (C)	R. Wyszynski
*	(g) BL25 Director's Performance Appraisal (A)	B. Blancher

E – 2 **Procedure Consideration — Information Items**
- Nil

SUCCESS for Every Student

F – 1 **Other Business**

* (a) OPSBA Report — C.A. Sloat

G – 1 **Correspondence**

Nil

H – 1 **Adjournment**

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

Committee of the Whole Board	October 16, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	October 19, 2017, 6:00 p.m.	Board Room
Student Trustee Senate	October 24, 2017, 10:30 a.m.	Board Room
Grand Erie Parent Involvement Committee	October 26, 2017, 6:30 p.m.	Board Room
Chairs' Committee	October 30, 2017, 5:45 p.m.	Board Room
Board Meeting	October 30, 2017, 7:15 p.m.	Board room
Student Transportation Services Brant Haldimand Norfolk	October 31, 2017, 1:00 p.m.	Norfolk Room
Compensatory Education Committee	November 1, 2017, 1:00 p.m.	Dogwood Room Norfolk SSC
Privacy and Information Management Committee	November 3, 2017, 9:00 a.m.	Norfolk Room
Safe and Inclusive Schools Committee	November 9, 2017, 1:00 p.m.	Board Room
Committee of the Whole Board	November 13, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	November 16, 2017, 6:00 p.m.	Board Room
Audit Committee	November 21, 2017, 4:00 p.m.	Brant Room
Chairs' Committee	November 27, 2017, 5:45 p.m.	Board Room
Board Meeting	November 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	November 28, 2017, 9:00 a.m.	Pauline Johnson Collegiate

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Violent Incidents in Schools – Grand Erie Perspective**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on Violent Incidents in Schools – Grand Erie Perspective as information.

Background

On January 17, 2017, the Elementary Teachers Federation of Ontario (ETFO) released a call to action report addressing ETFO's perspective on a lack of support for students facing serious behavioural issues that can lead to violent incidents in classrooms.

In the months following the release of the ETFO call to action, Grand Erie Trustees asked the Senior Administrative team to consider whether or not we are applying the right resources to support students with serious behavioural issues in our classrooms – specifically our Kindergarten and Early Primary classes.

A review of Violent Incident Report data, including Count of Incident Type Descriptions, along with the observations and experiences of Senior Administration in their various roles has led us to conclude that at this time, we are applying the appropriate resources.

Additional Information

While Senior Administration is of the belief that we are applying the right resources, we also feel strongly that we need the ability to deploy staff in the most effective way. This can mean changing assignments in short order to address emerging situations. We also need to ensure that staff have the most appropriate training for their role and assignment. Discussions are on-going with our employee group leaders about ways to address this issue.

For children coming into Kindergarten who have already been receiving service from community agencies, Grand Erie staff hold transition meetings so we can plan the most enabling environment for these children. When children arrive for whom we have no prior knowledge (as they have not been involved with any community services), we need to be able to assess their needs quickly, program effectively and deploy staff and resources, as appropriate. It's important to note that in terms of staff and resources, the children in Kindergarten are not yet special education students as they have not been identified.

Shared solutions involving school, system, families and community teams, are important as the answer is not always to add more staff but to ensure that the appropriately trained and resourced staff are part of the solution. Shared accountability is also important. When a plan for staff and student safety is established we need to ensure that it is implemented appropriately and monitored as required.

Workplace Violence Data

Appendix A provides data connected to this issue and commentary on the data is provided below.

- While there is high frequency in reporting there is low frequency in severity
- Educational Assistants show a high incident level
- As this issue has achieved heightened awareness there has been more diligence in the reporting of perceived violent incidents.
- Need to ensure that staff understand the difference between aggression tracking and workplace violence – for example we have students who present with a baseline for aggression and we have behaviour and safety plans in place that need to be followed for these students along with Behaviour Management System (BMS) training for staff – the aggression needs to be tracked and reported on
- Increase in 2016-17 in suspensions for SK and Grade 1 students

Supports for Staff

- Safe and Inclusive Schools Team support includes consultations, instruction while support plans are being developed, organizing of community wrap-around supports, and family contact/support as appropriate.
- Self-Contained Primary Strategies classrooms at three schools. At this point, we don't have specific data on individual students. However, in general with our Strategies Classes, children are not ready to transition back to a regular classroom after two years.
- Alignment of Elementary Program and Special Education Staff – one of the areas of need identified is within the Kindergarten frame of self-regulation and well-being around the understanding that when children are calm, focused and alert they are best able to modulate their emotions, engage, adapt to distractions, inhibit impulses and assess consequences of their actions. System staff are working with Kindergarten Educator Teams around the pedagogy of supporting the development of self-regulation in the classroom.
- Transitions – A Guide for School Teams is a document that contains transition action plan templates for all different types of transitions that might occur for Grand Erie students. Plans that are specifically helpful for potentially aggressive students are: entry into kindergarten, transition from IBI to full time at school, transitions from regular class to self-contained class and vice versa, transition of students with a history of risk/violence/aggressive behaviours, transition from treatment or correctional facilities. These templates promote consideration of: steps for information sharing, creation of special environments, strategies to avoid behavioural triggers, provision of special equipment, referrals for specialized personnel supports, and development of Safety Plans.
- HR107 – Maintaining Employee Safety While Working with Students – provides schools with direction in dealing with situations in which the behavior of students has resulted in injury to a Board employee.
- PATHS (Promoting Alternative Thinking Strategies) Curriculum is an evidence-based social-emotional curriculum for primary grade students that is being implemented in Grade 1 classrooms to support classroom practice to improve child self-control, reflective thinking, communication skills with adults and peers, and to support social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions
- Pre-School Language System Support - to the extent that behavioural issues reflect underlying oral communication problems, recommendations for continued service from the Pre-School Language System (PSL) have been acted upon as referrals to school Speech-Language Pathologists at September Resource Team meetings. The bulk of Speech-Language

Pathologist/Communicative Disorders Assistant support is deployed in the primary grades so that speech and language delays can be addressed early. Capacity to address the needs of low or non-verbal students who may benefit from Augmentative or Alternative Communication methods has also been increased with dedicated staffing and training in this area.

- Personal Protective Equipment for Staff - Grand Erie has seen a large increase over the past five years in the amount of funding spent on Personal Protective Equipment from a low of $2,995 in 2012-13 to a high of $9,326 in 2016-17.
- Administrative Memo AM-47 Transitioning of Students with a History of Risk, Violent or Aggressive Behaviours K-12 includes a chart of Actions and Responsibilities. This document was developed in consultation with the local ETFO leadership.

Next Steps

Through the contract Extension Agreement, we have been able to deploy staff as listed below.

- 3.0 FTE Itinerant Learning Resource Teachers – Early Years, Well-Being/Self-Regulation (K-1)
- 1.0 FTE Itinerant Learning Resource Teacher – Differentiation (2-8)
- 1.0 FTE Lead Educational Assistant
- 7.0 FTE Transition Support Educational Assistants to support schools on a temporary basis when need arises

While this staffing is a short-term solution, it allows us the opportunity to assess the impact of these supports and to trial some processes.

We continue to support our staff and to monitor each situation.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Appendix A

Suspension Data

Year	JK	SK	Grade 1
2013 – 2014	10	50	98
2014 – 2015	39	52	146
2015 – 2016	35	52	114
2016 – 2017	28	70	130

Violent Incidents

Year	JK	SK	Grade 1
2013 – 2014	0	0	1
2014 – 2015	0	1	4
2015 – 2016	0	1	0
2016 – 2017	0	5	4

*A Violent Incident report is submitted when a victim experiences significant abuse, harassment, assault or threats. Sometimes police would need to be called; sometimes not, depending on severity.

Workplace Violence Data

Incident Type Description	(Multiple Items)				
Workplace Violence, Aggression Totals					
Count of Incident Type Description	Column Labels				
Row Labels	First Aid	Health Care	Lost Time	No Treatment	Grand Total
2014	55	8	2	56	121
2015	232	22	10	193	457
2016	267	22	12	314	615
2017	153	20	8	356	537
Grand Total	707	72	32	919	1730

Workplace Violence, Aggression Totals

First Aide										
Year	Administration	Clerical	DECE	Occasional DECE	Occasional Educational Assistant	Educational Assistant	Elementary Teacher	Secondary Teacher	PSSP	First Aid Total
2014	2		3		2	42	6			55
2015	4	1	6		10	173	34	3	1	232
2016	8		4		9	194	49	2	1	267
2017	8	1	5	4	8	106	21			153
Total	22	2	18	4	29	515	110	5	2	707

Health Care							
Year	Administration	Clerical	Occasional Educational Assistant	Educational Assistant	Elementary Teacher	Secondary Teacher	Health Care Total
2014				4	3	1	8
2015			1	16	5		22
2016	3	1	1	13	4		22
2017	2		2	7	8	1	20
Total	5	1	4	40	20	2	72

Lost Time					
Year	Early Childhood Educator	Educational Assistant	Elementary Teacher	Secondary Teacher	Lost Time Total
2014		1	1		2
2015		6	3	1	10
2016		10	2		12
2017	1	6	1		8
Total	1	23	7	1	32

No Treatment												
Year	Administration	Clerical	Early Childhood Educator	Occasional Early Childhood Educator	Occasional Educational Assistant	Educational Assistant	Elementary Teacher	Secondary Teacher	Elementary Occasional Teacher	Custodian	PSSP	No treatment Total
2014			1		3	33	13	5	1			56
2015	2		2		18	99	64	5		1	1	193
2016	5		3		8	181	110	7				314
2017	8	1	38	2	10	154	136	5	2			356
Total	16	1	44	2	39	467	323	22	3	1	1	919

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business & Treasurer

RE: **Enrolment Update Report**

DATE: October 16, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Enrolment Update report as information.

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

Additional Information:
Details of the original enrolment projections, actual enrolment reported as at September 29th, 2017 and enrolment history are set out on the attached report.

Respectfully submitted

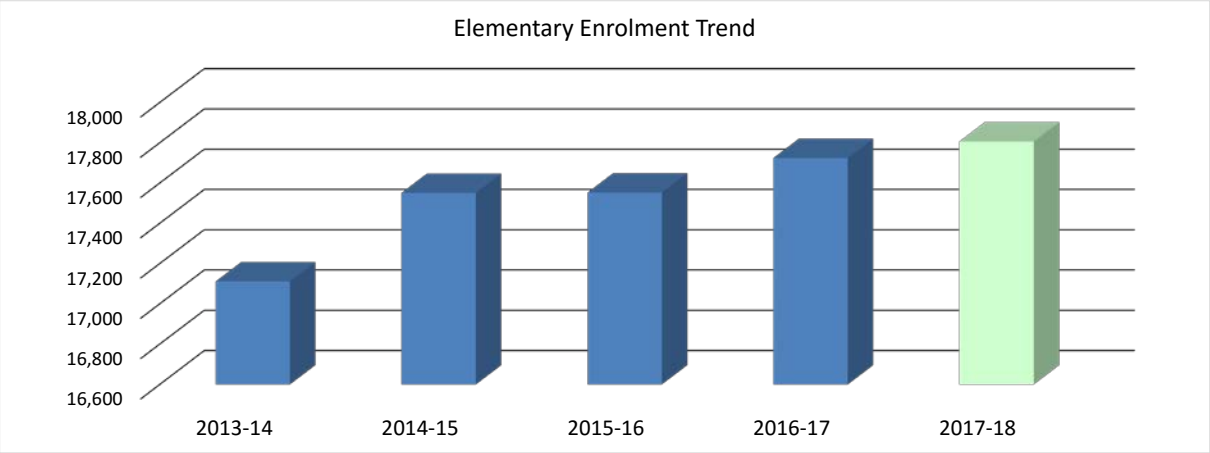
Rafal Wyszynski,
Superintendent of Business & Treasurer

Grand Erie District School Board

2017-18 Enrolment Update

Elementary

	2017-18 Enrolment				Enrolment History (Actual)			
	Projected	Sept 8th	Actual *	Change	2013-14	2014-15	2015-16	2016-17
Half Day JK/SK					919.0	-	-	-
Full Day JK/SK	3,194.0	3,356.0	**3,348.0**	**154.0**	2,517.0	3,373.0	3,380.0	**3,407.0**
Grade 1-3	5,323.0	5,363.0	**5,356.0**	**33.0**	5,160.0	5,257.0	5,292.0	**5,371.0**
Grade 4-8	8,697.0	8,799.0	**8,783.0**	**86.0**	8,677.0	8,623.0	8,558.0	**8,629.1**
Special Education (Ungraded)	263.0	319.0	**319.0**	**56.0**	297.0	298.0	322.0	**317.0**
Total	17,477.0	17,837.0	17,806.0	329.0	17,570.0	17,551.0	17,552.0	**17,724.1**
Adj ADE re JK & SK					(459.5)	-	-	-
ADE for Grant	17,477.0	17,837.0	**17,806.0**	**329.0**	17,110.5	17,551.0	17,552.0	**17,724.1**



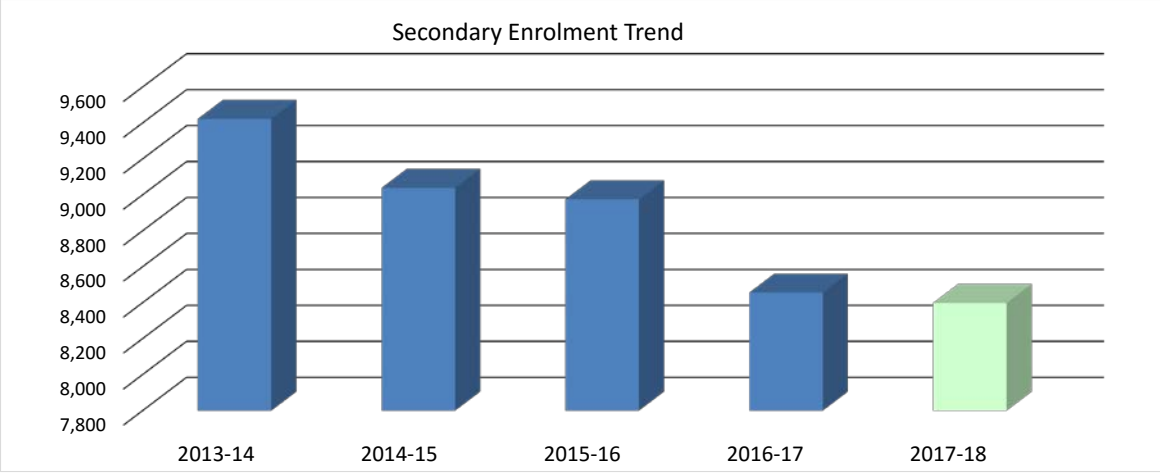
** Actual Enrolments represent counts reported by Schools September 29, 2017*

Grand Erie District School Board

2017-18 Enrolment Update

Secondary	2017-18 Enrolment						
	Original Projection for Budget			Revised with Reported Actuals*			Change
	31-Oct-17	31-Mar-18	2017-18 ADE	31-Oct-17	31-Mar-18	2017-18 ADE	
Pupils of the Board - Regular	8,085.2	7,662.3	7,873.8	**8,009.0**	**7,590.1**	7,799.6	**(74.2)**
Pupils of the Board - High Credit	32.6	112.3	72.5	**20.3**	**69.8**	45.1	**(27.4)**
Tuition Agreement Pupils	546.1	521.0	533.6	**566.8**	**540.7**	553.7	**20.1**
Total Secondary ADE for Grant & Tuition			8,479.8			**8,398.4**	**(81.4)**

	Enrolment History (Actual)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Pupils of the Board - Regular		8,388.9	8,337.1	**7,850.8**	**7,799.6**
Pupils of the Board - High Credit		71.3	64.4	**66.2**	**45.1**
Tuition Agreement Pupils		578.3	573.0	**538.5**	**553.7**
Total Secondary ADE for Grant & Tuition	9,422.5	9,038.5	8,974.5	**8,455.5**	**8,398.4**



** Actual Enrolments represent counts reported by Schools September 29, 2017*

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business & Treasurer

RE: **Primary Class Size Report**

DATE: October 16, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

Background:

Since 2007-2008 the Ministry of Education has required Boards to be fully compliant with the primary class size cap: 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students. It is also a requirement that the Board achieve compliance while ensuring that the average class size in Grades (4 to 8) is 24.15 or less.

For the school year 2017-2018, the government intends to implement a class size cap that will prevent large FDK classes. This GSN investment will lower the funded average class size to 25.75 in 2017-2018 to provide additional funding to help boards manage the costs associated with meeting the caps. The class size regulation will continue to require an average FDK class size of no greater than 26, but will now also require at least 90 per cent of FDK classes to have 30 or fewer students in 2017-18. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

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

FDK classes combined with other grades (e.g., FDK/Grade 1) will continue to be subject to other class size requirements (e.g., primary class size).

In 2017-2018, the funded average class size for grade 4-8 has been reduced to 24.17. Over five years, the funded class size average for Grades 4-8 will be reduced to 22.85 for all school boards. Any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation will be amended each year to reduce the maximum class size to the extent that can be supported by the additional funding, or until the board reaches a maximum average class size of 24.5. Boards whose regulated class size average maximum is at or below 24.5 will not be required to lower their maximum average class sizes.

Grand Erie Statistics for 2017-18:

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was September 15, 2017. The reporting is done on a Ministry provided web based reporting tool. Appendix A provides Grand Erie District School Board's 2017-2018 statistics from the data provided to the Ministry with comparative data for 2012-2013 through 2016-17.

It is of note that the report confirms that full compliance has been achieved in each year. For 2017-18, 100% of our Primary Classes are under 23 students, 90.7% (224) are at 20 and under and only 9.3% (23) of our Primary Classes are greater than 20 but no more than 23. All Grade 3/4 combined classes are organized at 23 or under. Also key, is that the report confirms that the average grade 4-8 class size is compliant at 24.15.

Grand Erie has 132 Full Day Early Learning classes with an average class size of 24.91 which is below the funded level of 25.75 per class. 21 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no ECE as permitted in Regulation 224/10.

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer

Grand Erie District School Board

Appendix A

Primary Class Size - Board Statistics	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Key Statistics						
% Primary Classes 20 and under	90.4%	91.6%	89.9%	89.9%	91.7%	**90.7%**
% Primary Classes 23 and under	100.0%	100.0%	100.0%	100.0%	100.0%	**100.0%**
Average Junior/Intermediate (grades 4-8) Class Size	24.15	24.11	24.13	24.11	24.13	**24.15**
% Grade 3/4 Combined Classes 23 and Under	100.0%	100.0%	100.0%	100.0%	100.0%	**100.0%**
Early Learning Program Statistics						
% of ELP Classes						
Under 26	60.3%	39.3%	47.1%	48.6%	50.4%	**43.2%**
26	14.3%	13.7%	6.5%	7.9%	5.8%	**6.8%**
27 and above	25.4%	47.0%	46.4%	43.6%	43.9%	**49.24%**
Information on ELP Classes						
Number of ELP Classes	63	102	138	140	139	**132**
ELP Enrolment	1522	2504	3368	3386	3374	**3288**
Average ELP Class Size	24.16	24.5	24.4	24.19	24.27	**24.91**
Number of Schools Offering ELP Program	28	44	60	60	60	**59**
Primary (JK-3) Statistics						
% of Primary Classes						
20 and under	90.4%	91.6%	89.9%	89.9%	91.7%	**90.7%**
21	3.2%	1.6%	2.0%	2.5%	1.7%	**2.8%**
22	2.6%	3.3%	2.0%	3.4%	3.3%	**4.1%**
23	3.8%	3.3%	6.0%	4.2%	3.3%	**2.4%**
24	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
25 and more	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
Number of Primary Classes						
20 and under	312	274	223	213	220	**224**
21	11	5	5	6	4	**7**
22	9	10	5	8	8	**10**
23	13	10	15	10	8	**6**
24	0	0	0	0	0	**0**
25 and more	0	0	0	0	0	**0**
Total Number of Primary Classes	345	299	248	237	240	**247**
Total Number of Primary Classes (FTE)	272	272.5	248	237	240	**247**
Total Primary Enrolment (FTE)	5,208.5	5,179.5	4,748.0	4,611.0	4,657.0	**4,794.0**
Information on Grade 3/4 Combined Classes (includes all Primary/Junior Combined Classes)						
Number of Classes						
20 and under	4	7	8	23	12	**17**
21	2	5	2	10	9	**8**
22	8	9	4	7	15	**7**
23	22	18	27	23	22	**23**
24	0	0	0	0	0	**0**
25 and more	0	0	0	0	0	**0**
Total Grade 3/4 Combined Classes	36	39	41	63	58	**55**
Grade 3/4 Combined Class Enrolment						
Total Grade 3/4 Combined Class Enrolment	803.0	849.0	893.0	1310.0	1253.0	**1178.0**
Primary Enrolment in Primary/Junior Combined Classes	388.0	424.0	504.0	675.0	717.0	**643.0**
Junior/Intermediate (grades 4-8) Statistics						
Number of Junior/Intermediate Classes	382.0	378.0	379.0	383.0	388.0	**390.0**
Junior/Intermediate Enrolment	9,225.0	9,115.0	9,145.0	9,234.0	9,361.0	**9,420.0**
Self-Contained Special Education Statistics						
Number of Self-Contained Special Education Classes	35.0	34.0	34.0	34.0	35.0	**39.0**
Self-Contained Special Education Enrolment	291.0	295.0	284.0	311.0	314.0	**317.0**

Grand Erie District School Board

Appendix B

2017-18 Kindergarten Classes without a DECE

School	Total FD ELK Enrolment	Class Enrolment With a DECE				Class Enrolment with no DECE
Boston	36	24		-	-	12
Bloomsburg	35	23	-	-	-	12
Boston	36	24	-	-	-	12
Central	36	23	-	-	-	13
Delhi	72	28	29	-	-	15
Hagersville	41	26	-	-	-	15
Houghton	38	23	-	-	-	15
JL Mitchener	68	26	27	-	-	15
Jarvis	67	26	26	-	-	15
Lakewood	73	29	30	-	-	14
Langton	35	21	-	-	-	14
Mount Pleasant	41	26	-	-	-	15
North Ward	35	25	23	-	-	14
Oneida Central	39	24	-	-	-	15
Port Rowan	37	22	-	-	-	15
Russell Reid	43	28	-	-	-	15
Ryerson Heights	96	25	27	29	-	15
Walsh (French Immersion)	38	23	-	-	-	15
Walter Gretzky	129	29	29	26	30	15
Waterford	62	24	24	-	-	14
Woodman	67	27	25	-	-	15

[Enrolment Reported Sept 15, 2017]

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Data Report – Voluntary Indigenous Self-Identification**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Data Report – Voluntary Indigenous Self-Identification as information.

Background

As noted in SO16 – Aboriginal Voluntary Self-Identification Policy, the Board is required to collect data on Indigenous student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of Indigenous students. In order to collect this data, the Board needs to ensure that all parents/guardians for Indigenous students under the age of 18 and students over the age of 18 have the right to voluntarily self-identify as Indigenous. The data collected is shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving Indigenous student achievement.

Voluntary self-identification cards are provided to every school. In addition, self-identification forms are available on the Grand Erie website under both the Elementary and Secondary tabs in the Indigenous Education section. As a result of our continued efforts to build awareness of the self-identification process, we continue to see an increase in the number of self-identified students.

Additional Information

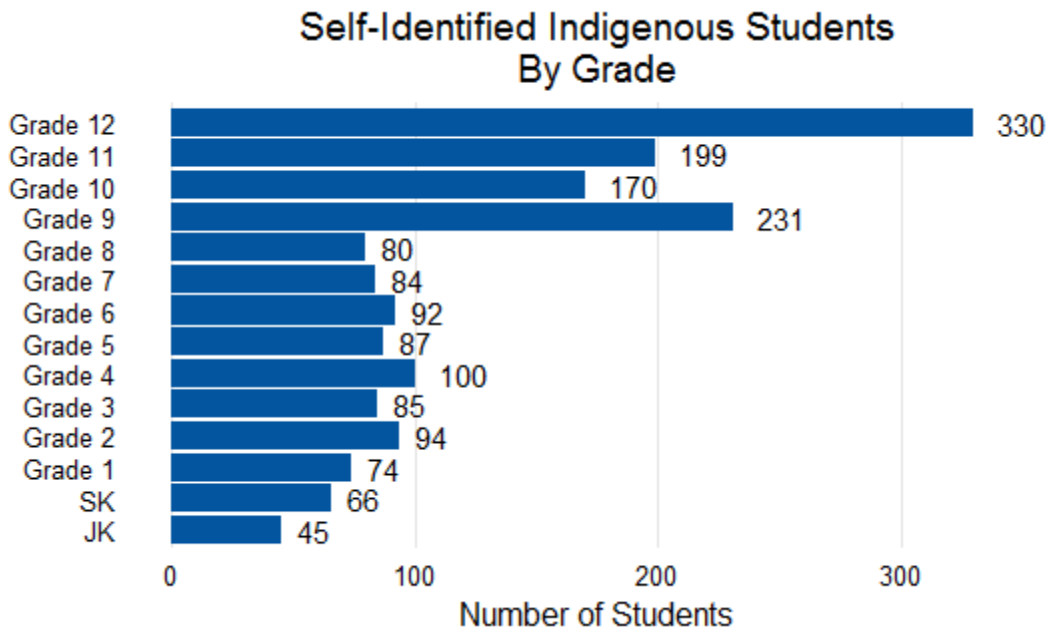
Table 1 of this report provides a summary of Indigenous self-identified students in the Grand Erie District School Board for the 2017-2018 school year. Chart 1 shows the number of self-identified Indigenous students by grade.

Table 1 – Number of Students Self-Identified

Elementary Students					
	2013	2014	2015	2016	2017
Brant/Brantford	354	400	478	609	583
Haldimand	61	76	100	139	135
Norfolk	65	71	77	93	89
Total	480	547	655	841	807

Secondary Students					
	2013	2014	2015	2016	2017
Brant/Brantford	249	320	362	367	410
Haldimand	383	434	438	385	465
Norfolk	8	38	37	52	55
Total	656	792	837	804	930

Chart 1



Summary

Self-identification information has been tracked on an annual basis. In total there were 1737 students who identified themselves as Indigenous by September 2017. This is 6.5% of the total student population compared to 6% in 2016.

Of the self-identified Indigenous students, 49.6% are female and 50.4% are male. The tables above show that between September 2016 and September 2017, the number of elementary self-identified students decreased by 4% while the number of secondary students increased by 16%. The increase in the secondary numbers can be partly attributed to the efforts of our Native Advisor in encouraging students from Six Nations to self-identify.

It is expected that our overall numbers may not increase substantially as families/students only need to self-identify once.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **2017-18 Board Action Plan on Indigenous Education**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2017-18 Board Action Plan on Indigenous Education as information.

Background

On March 5, 2014, the Ministry of Education released the *Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan*. The plan builds on progress to date in the implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework* (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office provides funding to support boards with developing and implementing a *Board Action Plan on Indigenous Education* through the 2017-2018 Indigenous Education Allocation of the Grants for Student Needs.

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

1. To improve student achievement and well-being among Indigenous students, and;
2. To close the achievement gap between Indigenous students and "all students".

Additional Information

Grand Erie's Achievement Plan: Success for Every Student is a plan for all students and Indigenous students are included in that plan. The Board Action Plan for Indigenous Students is focused on the implementation plan in the FNMI Framework and the performance measures contained in the framework. The performance measures from the Indigenous Education Action Plan are linked to key statements as follows:

- Using data to support student achievement
    1. Increase in the percentage of First Nation, Metis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
    2. Increase in the number of First Nation, Metis, and Inuit teaching and non-teaching staff in school boards across Ontario
    3. Increase in the graduation rate of First Nation, Metis, and Inuit students
    4. Increase in First Nation, Metis, and Inuit student achievement
- Supporting students
    5. Improvement in First Nation, Metis, and Inuit students' self-esteem
    6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the

preparation they need to succeed when they make the transition to provincially funded schools

- Supporting Educators
    7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively
- Engagement and Awareness Building
    8. Increased participation of First Nation, Metis and Inuit parents in the education of their children
    9. Increased opportunities for knowledge sharing, collaboration, and issue resolution

For each performance measure there are related responsibilities of both the Ministry of Education and School Boards.

The total funding amount for this work for 2017-18 is $120,938 not including funding from other areas such as the Indigenous Post-Secondary Education Navigator and the Indigenous Support and Engagement Teacher. The Ministry allowed boards to carry over unspent funding from 2016-17 which is why our Board Action Plan total is higher that the funded amount.

The plan that has been submitted to the Ministry of Education is attached as Appendix A.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

2017-2018 Board Action Plan on Indigenous Education

Indigenous education is a key priority for the Ministry of Education, and we remain committed to ensuring that each First Nation, Métis and Inuit student has every opportunity for success.

The ministry continues to focus on improving Indigenous student achievement and well-being among Indigenous students, as well as building the knowledge and awareness of all students about Indigenous histories, cultures, perspectives and contributions.

On March 5, 2014, the ministry released the *Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan*. The plan builds on progress to date in the implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework* (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office is pleased to provide funding to support boards with developing and implementing *a Board Action Plan on First Nation, Métis and Inuit Education* through the 2017-2018 Indigenous Education Grant of the Grants for Student Needs.

District School Board: **Grand Erie District School Board**

I. Using Data to Support Student Achievement, Boards will:

1. Through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students.	☐ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☒ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☒ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative: Indigenous PSE Navigator** Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☐ Ongoing initiative Identifying and planning experiential learning, career and postsecondary exploration opportunities (i.e., short-term job-shadowing, personalized site visits to local PSE institutions); Delivering workshops and information sessions promoting the value of PSE and PSE pathways for students and parents/guardians; Connecting students with liaisons at the various PSE institutions to continue the wraparound supports once they graduate secondary school; and, other enhancements that contribute to the vision and objectives related to advancing equitable access to PSE.	GOAL 1: High Level of Student Achievement • Significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario GOAL 2: Reduce Gaps in Student Achievement • Significant increase in the graduation rate of First Nation, Métis, and Inuit students • Significant improvement in First Nation, Métis, and Inuit student achievement • Significant improvement in First Nation, Métis, and Inuit students' self-esteem Overall, an increase of engagement, support and awareness for students and community about opportunities and pathways for PSE.	• Survey Monkey to record student/teacher feedback • attendance rates of all attendees • Conversations and Observations, anecdotal reports of events.	**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☒ community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	152,000
		Description of Initiative: ISEI Teacher Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative *The Indigenous Support & Engagement Teacher is responsible for working with the AEAC professional learning team and re-engaging Indigenous students who have withdrawn from school.*		*Gathering data on: the number of self-identified Indigenous students contacted, the number who returned, the number of credits attempted, and the success rate of those students in gaining credits and completing graduation requirements;*	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒ community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data; ☒ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc	100,000

	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☒ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative: Indigenous CYW** We have a full-time Aboriginal CYW assigned to our elementary and secondary schools with a significant FNMI population. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative	Goals: 1. To improve student achievement and well-being among First Nation, Métis, and Inuit students, and; 2. To close the achievement gap between Indigenous students and all students. • Significant improvement in First Nation, Métis, and Inuit students' self-esteem • -support teachers in adopting a variety of approaches and tools to • teach and assess Aboriginal students more effectively	*Anecdotal records, attendance rates, self-id data in combination with student and educator feedback will help to build a well-rounded report of the success in this area.*	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒ community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	59,980.50
	☐ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☒ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement	**Description of Initiative: FNMI Instructional Coach** Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☒ New initiative ☐ Ongoing initiative We have an FNMI specific instructional coach in the elementary panel who is working with teachers in elementary schools that have significant FNMI populations. • work with Elementary Program Coach (FNMI focus) to provide support for teachers working with FNMI learners to understand cultural learning and pedagogy	GOAL 1: High Level of Student Achievement • research and promote effective practices for helping First Nation, • Métis, and Inuit students, including students with special education • needs, succeed in school; • support teachers in adopting a variety of approaches and tools to • teach and assess Aboriginal students more effectively; GOAL 2: Reduce Gaps in Student Achievement • develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs; • in collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students.	*Anecdotal records, attendance rates, self-id data in combination with student and educator feedback will help to build a well-rounded report of the success in this area.*	**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☒ community / educator / student feedback; ☒ EQAO data; ☒ report card data; ☒ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	EPS Funding

	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☒ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☒ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement					
2. Collect, analyse, and report on data for self-identified Indigenous students, to inform targeted strategies for increasing Indigenous student achievement and success.	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement	**Description of Initiative:** **Elementary Booster Club** To support K-6 students working at Level 2 in Numeracy move toward independent, confident success at a Level 3 or 4 standard. As in the past, this is meant to be a boost to student learning, not a remediation program. This program allows schools to provide equity of outcomes for specific populations. Student needs will already be identified through your work within your school with student data and will tie directly into your School Improvement Plan. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☒ New initiative ☒ Ongoing initiative	GOAL 2: Reduce Gaps in Student Achievement • develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs; • in collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students.	*Anecdotal records, attendance rates, self-id data, assessment and evaluation data from sessions and report card data in combination with student and educator feedback will help to build a well-rounded report of the success in this area.*	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☒ EQAO data; ☒ report card data; ☐ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	$ 25,000 Proposal Process will be in place as per existing guidelines. Staffing: The School Booster Club Facilitator and Teacher Tutors will be paid at a rate of **$ 42.03** per hour+ vacation pay.; Educational Assistants will be paid at a rate of **$ 24.27** per hour+ vacation pay.; ECE's will be paid between **$ 19.61-$25.64,** depending on his/her placement on the salary grid, + vacation pay. Resources up to a maximum amount of 250.00. Snack for celebrations up to 250 max. Release for training 1/2 day for 5 teacher facilitators = 1300.00~

	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative:** **Closing the Gap with Student Success** Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☐ New initiative ☒ Ongoing initiative	GOAL 2: Reduce Gaps in Student Achievement • develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs; • in collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students.	*Anecdotal records, attendance rates, self-id data, assessment and evaluation data from sessions and report card data in combination with student and educator feedback will help to build a well-rounded report of the success in this area.*	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☒ EQAO data; ☒ report card data; ☐ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	EPO grant Teaching Manuals (Grant is paying for class texts for teachers) 95.00 X10 copies **Total: $950.00**
3. Engage with local First Nation, Métis, and Inuit parents and communities to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify.	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative:** BI Dashboard created to allow for up to date FNMI statistics. Power School Data Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☒ Ongoing initiative	GOAL 1: High Level of Student Achievement • consult on, develop, and implement strategies for voluntary, confidential • Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities; • ensure that First Nation, Métis, and Inuit students benefit from • school-based early screening and intervention programs; • implement targeted learning strategies for effective oral communication • and mastery of reading and writing; • provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;	Self ID #s by school/community, EQAO, OSSLT by school, level, and community. Students by grade/class Self ID, Community	**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐community / educator / student feedback; ☒ EQAO data; ☐ report card data; ☒ self-id data; ☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	0

	☐ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative:** **Step Assessments** STEP Assessment will identify any gaps the students have as an English Language Learner. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☐ Ongoing initiative	GOAL 1: High Level of Student Achievement • consult on, develop, and implement strategies for voluntary, confidential • Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities; • ensure that First Nation, Métis, and Inuit students benefit from • school-based early screening and intervention programs; • implement targeted learning strategies for effective oral communication • and mastery of reading and writing; provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;	through a survey, OSR Review or teacher observation to complete a STEP Assessment if they have had any Mohawk or Cayuga immersion	**Measurement Tool** ☒ survey; _____ ☐ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	Elementary Program budget
4. Engage with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Indigenous learners.	☒ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☒ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative:** Through the **Principal's Professional Committee** with Six Nations and New Credit Principals, we continue to share data and professional development opportunities. Nov 14/17 and Apr 24/18 We are providing a process for the New Credit Principal to connect with a Grand Erie Principal on a regular basis to share Six Nations and New Credit Principals continue to attend Grand Erie Elementary Director's Meetings to participate in professional development opportunities. Six Nations and New Credit Principals will be included in PD for school administrators around the Renewed Math Strategy and Literacy initiatives at the elementary level This year, we will continue to work in partnership with Six Nations'/ New Credit teachers to provide Math Professional	GOAL 1: High Level of Student Achievement • consult on, develop, and implement strategies for voluntary, confidential • Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities; • ensure that First Nation, Métis, and Inuit students benefit from • school-based early screening and intervention programs; • implement targeted learning strategies for effective oral communication • and mastery of reading and writing; • provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;	Self Id #s by school/community, EQAO, OSSLT by school, level, and community. credits @midterm, and final, which interventions were put in place, anecdotal to record any barriers that were present.	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☐community / educator / student feedback; ☒ EQAO data; ☒ report card data; ☐ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	$1,000 printing and possible resources (last year we purchased Marion Small books for the teachers) RMS

		Development for Grade 7 & 8 teachers in an effort to work collaboratively to improve student achievement in Grade 9 math with an emphasis on the Applied and LD learner. Mid term-final credit accumulation (NES) Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☐ New initiative ☒ Ongoing initiative	GOAL 2: Reduce Gaps in Student Achievement • develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs; • in collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students			RMS
5. Increase First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective.	☐ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☐ increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario; ☐ increase in the graduation rate of First Nation, Métis, and Inuit students; ☐ improvement in First Nation, Métis, and Inuit student achievement.	**Description of Initiative:** HSS Moccasin Project – moccasin making in NAC10 classes have proven to increase attendance rates, overall student success and completion of work. This year we will complete a joint project with another class Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative	GOAL 1: High Level of Student Achievement • -consult on, develop, and implement strategies for voluntary, confidential • Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities; • ensure that First Nation, Métis, and Inuit students benefit from • school-based early screening and intervention programs; • implement targeted learning strategies for effective oral communication • and mastery of reading and writing; • provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs	track attendance rates as well as student achievement through report card data.	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☒ report card data; ☒ self-id data; ☒ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	• Leather $2000 • Sinew $105 • Scissors $225 • Beads $175 • Needles $50 • Adornments $150 • Bussing $1000 • Honorarium –a max of $1000 **Total= $4705.00**
	☐ increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics; ☐ increase in the number of First Nation, Métis, and Inuit teaching	**Description of Initiative:** **Alt Ed Programs** New Start Nations/Nu Visions Turning Point	GOAL 1: High Level of Student Achievement • consult on, develop, and implement strategies for voluntary, confidential • Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities;	Credit accumulation, grad rates, attendance and teacher feedback re: work completion and engagement.	**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒community / educator / student feedback;	Student Success Funding

	and non-teaching staff in school boards across Ontario; ☒ increase in the graduation rate of First Nation, Métis, and Inuit students; ☒ improvement in First Nation, Métis, and Inuit student achievement.	Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☐ No ☐ New initiative ☒ Ongoing initiative	• ensure that First Nation, Métis, and Inuit students benefit from • school-based early screening and intervention programs; • implement targeted learning strategies for effective oral communication • and mastery of reading and writing; • provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs GOAL 2: Reduce Gaps in Student Achievement • develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs; • in collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students		☐ EQAO data; ☒ report card data; ☒ self-id data; ☒ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	

II. Supporting Students, Boards will:

6. Enhance the inclusion of First Nation, Métis, and Inuit students' needs and experiences in board and school initiatives that promote safe and accepting schools.	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☐ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** **Sharing Our Voices** **Indigenous Peoples Day (June 21)** The day brings together community partners, staff and students both Indigenous and non-Indigenous to celebrate the day. These community partners are community resources that have worked in the schools with our students or are role models in the community at large. We have student performers and community partner performers attend/perform.	GOAL 2: Reduce Gaps in Student Achievement • provide First Nation, Métis, and Inuit students with access to programs that focus on Aboriginal cultures and traditions and are delivered by Aboriginal staff, such as the Alternative Secondary School Program within Native Friendship Centres • provide a supportive and safe environment for all First Nation, Métis, and Inuit students in	Survey Monkey to seek feedback from educators with respect to engagement, usefulness of resources, and students' self Id rates (did it inspire anyone to Identify before, during or after the community resource interaction or at the productions).	**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☐community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data;	Partnered with ETFO funding 110.00 in town per bus Estimate 200 per bus (out of town) bussing *10-12 busses available. **Total=$~2500.00**

		Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative (last year) ☒ Ongoing initiative	provincially funded elementary and secondary schools. GOAL 3: High Levels of Public Confidence • build strong positive connections with local First Nations and other Aboriginal organizations, such as Friendship Centres; • in cooperation with First Nation, Métis, and Inuit communities and organizations, offer career events involving First Nation, Métis, and Inuit role models;		☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	
	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** **Good Minds Up** Anti-Bullying Initiative with Safe Schools and The Two Row Times. Looking to include FNMI related resources in the Safe Schools resources going out to teachers for Anti-Bullying awareness week in November. Pairing with Two Row to partner and create a resource for teachers, more to come. Possible Day of connecting urban and SN kids for day of traditional games play at Kanata Village (follow up to Pen Pals). Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☐ Ongoing initiative **Description of Initiative:** Lacrosse program into 10 of our Elementary schools to promote the history of the sport, culture and people. To help build capacity for teachers in culture awareness in a nonthreatening manner. Tied to Board Strategic Plan ☐ Yes ☐ No	GOAL 2: Reduce Gaps in Student Achievement • provide a supportive and safe environment for all First Nation, Métis, and Inuit students in provincially funded elementary and secondary schools. GOAL 3: High Levels of Public Confidence • build strong positive connections with local First Nations and other Aboriginal organizations, such as Friendship Centres;	Survey Monkey to seek feedback from educators with respect to engagement, usefulness of resources,	**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data; ☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	1000.00 for Traditional Games Session X2 For 100 students. 4 busses 500~ for out of town, 220~ for in town Total bussing= 750.00 Resources for classroom Right to Play: $30.00 X4 = 120.00 **1870.00= Total**

		Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative				
7. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities.	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** **Student Link** Conference, Nov 2, Brampton ON Up to 20 Gr 11 Indigenous Students from 4 high schools will attend the conference to inspire them to become a LINK Crew Leader for 2018-19. Link Crew is an ongoing initiative that has Gr 11 and 12 students support new grade 9 students with transition to high school. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative			**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☐community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	$300 Conference Registration $1000 Bussing (approximate) **TOTAL = $1300**
	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** **Indigenous Student Leadership Strategy** The objective of the Indigenous Student Leadership Strategy is to provide leadership development opportunities and experiences that will empower students to become agents of social change within their schools, the Board and our communities. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No			**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☒ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	• book space $350 • book busses $1000 • snacks/lunch (75 people) $750 • motivational speaker $150 • $100 -activities & facilitators supplies • Total $2350 Leadership Conference – Spring 2018 • 7 schools with 12 participants each at $25/participant $2100 **Total $4450**

8. Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students	☐ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools. ☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** **Trauma Informed Schools** The Trauma-Informed Schools research project examines the role of trauma in school environments, in Friendship Centre communities, and methods to develop trauma informed approaches to support Indigenous student success and enrich students' experiences within schools. We are looking to bring this training to Teachers and Administrators. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☐ Ongoing initiative **Description of Initiative:** **Elders in the Classroom** Working to create a partnership with Aboriginal Health Centre to have supports available to our urban FNMI students. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☐ Ongoing initiative			**Measurement Tool** ☒ survey; _____ ☐ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	25 X~255.00 Release 2X 150.00 Honourarium **Total $6675.00** Honourarium **150 X 15= Total 2250**
9. Increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs.	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☐ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed	**Description of Initiative:** Cayuga in Haldimand Schools and Mohawk Program in our Brantford schools. We will be initiating the search for an Ojibwe teacher for 2018-2019. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No			**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐community / educator / student feedback; ☐ EQAO data;	**TBD**

	when they make the transition to provincially funded schools.	☒ New initiative ☒ Ongoing initiative			☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	
10. Focus on supporting successful transitions for First Nation, Métis, and Inuit students.	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** Gr 8 to 9 Transition Plan Between SN and NC communities and the GEDSB high schools Oct 25th Gr 8 Pathway Info Night • Nov 1st Gr 8 Day • April Gr 7 Day • May 9 Gr 7 Pathway Info Night • May Show Day Buses & lunch Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative ***Step Assessments as mentioned on Line 3***			**Measurement Tool** ☒ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☒ Other (please specify) example: board data, etc.	$400 Hall Rental $2250 Catering $500 Prizes $100 Advertising Buses $225 x 5 = **$1125** $1000 Buses $2000 Catering 400 Hall Rental $2250 Catering $500 Prizes $100 Advertising Shadow Day busses $1500 **Total $12,125.00**
11. Continue to work with local First Nations to implement successful Education Service Agreements and to support successful transitions for First Nation students.	☒ improvement in First Nation, Métis, and Inuit students' self-esteem; ☒ increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.	**Description of Initiative:** Participation in the Six Nations Elected Council Education Committee Native Advisory Committee Meetings - Sept 12/17 - Nov 28/17 - Dec 18/17 - Mar 6/18 - May 1/18 - May 29/18 Monthly Native Education Services Meetings Tied to Board Strategic Plan ☒ Yes ☐ No			**Measurement Tool** ☐ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☒ EQAO data; ☒ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products)	0

		Tied to BIPSA ☐ Yes ☒ No ☐ New initiative ☒ Ongoing initiative See above (line 10), our students who are supported by the tuition agreements are a part of the above plan tailored to their needs.			☒ Other (please specify) example: board data, etc.	

III. Supporting Educators, Boards will:

12. Facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Indigenous student achievement, well-being, and success	☒ increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively.	**Description of Initiative:** **Sweetgrass Language Conference** for our Language teachers **Residential School Resources** for Secondary Teachers @ Kanata Target – English Teachers, Canada and World Studies Teachers **Res. School Resources for Elementary** **Six Nations and New Credit Communities-** Getting to know your neighbour. Building the capacity of our teachers to teach about our local communities **Indigenous Foods** @ Our Sustenance Greenhouse, supporting our Foods programs with some cultural awareness. **Bus Tours** to build awareness of our 2 neighbouring communities and the resources for teachers in those communities. **Treaties In-service** with Plain Virtue for teachers to begin to build capacity for teaching in the classroom. **Metis In-service** with the Metis Nation to build capacity teachers to understand the Metis culture and how it differentiates from			**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐ community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	Registration - 150 x 2 (1 teacher, 1 Native Advisor) = $300.00 Accommodations - $114.10 + 10% tax = $125.40 x 2 rooms x 2 nights = $501.60 Mileage - 323km x 0.45 x 2 (return) x 2 ppl = $581.40 Teacher Release = $255.00 **TOTAL = $1638.00** Teacher release time 25 x $255 = $6375 Lunch $375 Kanata fee 25 x $10pp = $250 **TOTAL = $7000** Teachers release time 25 x $255 = $6375 Lunch $375 **TOTAL = $6750** Teacher Release Time 75 x $255 = $19,125 Lunch = $1125 **TOTAL = $20,250** Teacher release time 15 x $255 = $3825 Lunch $225.00

		Anishnaabe and Haudenosaunee people. - GREAT Session for Administrators, April 16, 2018 **Indigenous Perspectives on Trauma Informed Schools** Principals/Teachers **Ed Centre Lunch & Learns** 3rd or 4th Thurs each month beginning in Nov Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☐ No ☐ New initiative ☒ Ongoing initiative				Honourarium/Fees $500.00 **TOTAL = $4,550** Teacher Release Time 20 x $255 = $5,100 Fees -20 x $40pp = $800 **TOTAL = $5,900** Services for 3-day workshop 6305.00 3(255X30) =22,950 **Total: $29,255** Release: 255 X 30 = 7650 Services: TBD **Total =~8500.00** Services = 0.00 ½ day release ~200.00 X 30=**6000.00** **0.00**
13. Provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives and enhance their capacity to support Indigenous learners more effectively	☒ increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively.	**Description of Initiative:** **Indspire Conference** 3 staff (Indigenous Lead, Native Advisor and 1 teacher) will attend a total of 18 separate workshops to bring back and report to the team. Some include: A2: Métis Finger Weaving: Weaving together Indigenous Knowledge and Math B1: Reconciliation through School Science and Math Renewal C4: Leadership for Indigenous Student Success: A Multi-Case Study of Canadian Principals Nurturing Relationships (K-12) D1: Building Educator Capacity in your District. How to incorporate Aboriginal Content into your classrooms			**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	Lead & Advisor Registration: 779X2=1558 Accommodations: 2(398 x 2) = 1592 Supply Coverage for 4 sections X 2days: TBD (500) Travel: (~653 kms X2).50 =653.00 **Total=~4303.00**

		E1: Weaving Aboriginal resources into the French Immersion classroom F9: MK Education Numeracy (Successful Practice) G3: Learning from Our Land - Culture Based Curriculum Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☒ New initiative ☐ Ongoing initiative				
14. Support an increased focus on Indigenous education by inviting board-designated Indigenous Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities	☒ increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively.	**Description of Initiative:** Indigenous Lead will work closely with the Elementary Program to attend RMS regional initiatives and continue to do so with the Student Success team as well. We are looking to bring Dr. Ruth Beatty and Danielle Blair to speak about supporting Indigenous Learners in Math. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☒ New initiative ☒ Ongoing initiative			**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	Services: ~5000 50 X 255 = 12,750 Catering: 1500 **Total=$19,250.00**

IV. Engagement and Awareness Building, Boards will:

15. Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Indigenous student self-identification and to increase the number of	☒ increased participation of First Nation, Métis, and Inuit parents in the education of their children; ☐ increased opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, First	**Description of Initiative:** Self Id Awareness Campaign Build capacity of our clerical staff and administrators of the incentives/programs to Self-Id during school registration (programming and services).			**Measurement Tool** ☐ survey; _____ ☐ attendance rates; ☐community / educator / student feedback;	Release Time #s TBD and cost of coverage: ~$5000.00 Printing: Cards /Brochures $2000.00

students/families that choose to self-identify	Nation governments and education authorities, schools and school boards, and the Ministry of Education; ☒ integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples.	We also want to have a stronger presence at Kindergarten orientations to meet families and build connections, as well as re-brand our current Self Id information cards. Regular submissions in the Six Nations Elected Council Newsletters, Building Better Schools Newsletters Information Booths at Community Events Bread and Cheese Day and Solidarity Day Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☐ Yes ☒ No ☒ New initiative ☒ Ongoing initiative			☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	Presentation Board $1000.00 **Total=$8000.00**
16. Collaborate with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Indigenous student achievement and success	☒ increased participation of First Nation, Métis, and Inuit parents in the education of their children; ☒ increased opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education; ☒ integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples.	**Description of Initiative:** IEAC Committee This committee is made up of community partners, parents, both Indigenous and non-indigenous and board personnel. They come together to hear the community perspective, give voice to the parents and partners in Indigenous Education. Tied to Board Strategic Plan ☒ Yes ☐ No Tied to BIPSA ☒ Yes ☐ No ☒ New initiative ☐ Ongoing initiative			Measurement Tool ☒ survey; _____ ☒ attendance rates; ☒community / educator / student feedback; ☐ EQAO data; ☐ report card data; ☐ self-id data; ☐ COPs (Conversations, Observations, Products) ☐ Other (please specify) example: board data, etc.	**TBD**
TOTAL BUDGET						**$184,221**

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education

RE: **Public Consultation Plan for Special Education Plan Annual Review**

DATE: October 16, 2017

Recommended Action: Moved by _____Seconded by _____ THAT the Grand Erie District School Board receive the report Public Consultation Plan for Special Education Plan Annual Review as information.

Background:

Historically, as part of the annual review of the Grand Erie District School Board Special Education plan, three public meetings were held to provide members of the community with an opportunity for input into the plan. Advertisements were placed in newspapers. Meeting dates were posted on the board website and information was shared with schools for inclusion in school newsletters.

In order to reach the largest audience possible, meetings were held in each geographical region of the board. These meetings were not well attended and did not focus on specific input into the Special Education Plan.

In an effort to seek more targeted and impactful feedback from the public on the Special Education Plan, the Special Education team, in consultation with the Special Education Advisory Committee, developed a new process for gaining public input.

A link was created on the Grand Erie website to a Special Education feedback page. The page included a copy of the Special Education Plan, a brief video introduction by the Chair of the Special Education Advisory Committee, a short survey about the plan and a link to provide feedback on the plan. Additionally, sections of the plan, with accompanying questions, were provided to school administrators to share at School Council meetings, and components of the Special Education Plan were monthly agenda items at the Special Education Advisory Committee with a request for input and feedback.

Budget Implications/Funding Sources:

None

Additional Information:

Online Consultation

A parent and public survey seeking input on Grand Erie's Special Education Plan was posted on the board website from March 7 to April 10, 2017. Feedback themes were summarized in the Special Education Plan that is submitted each July to the Ministry of Education. There was significantly more feedback provided through the online consultation model, and the feedback was directly related to the Special Education Plan.

School Council Meeting Feedback

School Council feedback was minimal. The respondents stated that they found the sections shared to be very comprehensive and they didn't feel the need to comment further.

Results of the new consultation model were shared with Grand Erie Special Education Advisory Committee members at the September 2017 meeting for review and input.

As a result, it is recommended that the Special Education Public Consultation to continue in an online format. We recommend the link remain live throughout the school year to allow for optimal opportunities for parent and community input. Sections of the plan will be provided approximately every other month to schools and SEAC for review, consideration and input. School administrators will be asked to encourage families to participate in the online consultation. Promotion of the online consultation will also occur on social media platforms.

Communication Plan:

Data gathered from the submissions online, from School Council meetings, and from monthly Special Education Advisory Council meetings will be included in the final report on the Special Education Plan that is shared with the Ministry of Education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Wayne Baker, Superintendent of Education

RE: *Our School* Survey 2016-17

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report "*Our School* Survey 2016-17" as information.

Background

The Accepting Schools Act (2012) requires Boards of Education to survey stakeholders with respect to school climate. Survey data contributes to the development of School Improvement Plans, supplementing other data gathered at the school level in providing direction with respect to bullying, inclusion and positive school climate.

For the 2014-15 school year, Trustees approved the Learning Bar's *Tell Them From Me* survey for gathering school climate data. By the time of Grand Erie's second administration of this climate survey in 2016-17, the name of the survey had changed to *Our School.*

Additional Information

Between November 2016 and January 2017, every Grand Erie school completed the Engagement module of the survey relating Student Outcomes and School Climate. The elementary survey includes grades 4 to 6; the secondary survey includes grades 7 to 12.

Upon completion of the survey, the principal promptly received a summary of results. These results will be used to direct efforts – through School Improvement Plans - to increase student engagement, reduce negative behaviours, and increase students' sense of belonging.

In June 2017, twelve schools volunteered to participate in piloting the *Our School* parent survey. In order for the survey to be informative and useful, it is imperative to have a significant percentage of parents involved in the survey. As a condition of participation, administrators agreed to be creative in attempting to maximize parental participation.

Communication Plan

Each school's survey results are shared with that school's staff, students and school communities. Aggregate Board results are shared with Senior Administration and Trustees.

Respectfully submitted,

Wayne Baker
Superintendent of Education

Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

Your version of the **OurSCHOOL** student survey measures 19 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 4,371 students in 60 schools that participated in the survey between 8 Nov. 2016 and 27 Jan. 2017.

The results for the district are based on last year's results for all students using The Learning Bar Survey for grade levels assessed by this district, and are compared with Canadian norms.

For details on the survey see www.thelearningbar.com.

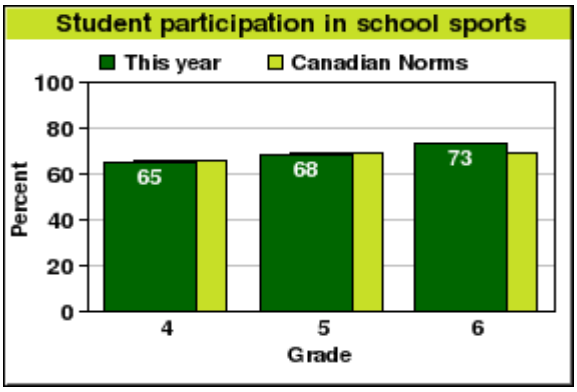
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

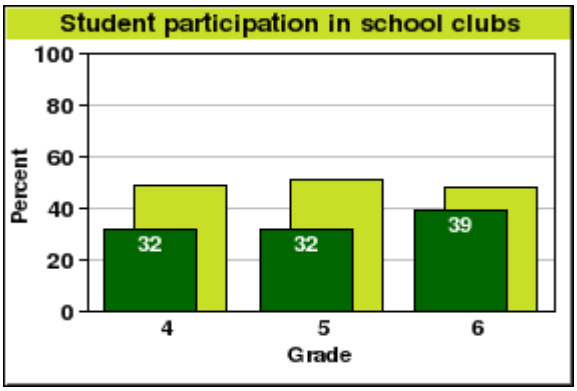
- 69% of students in this district had a high rate of participation in sports; the Canadian norm for these grades is 68%.
- 62% of the girls and 76% of the boys in this district had a high rate of participation in sports. The Canadian norm for girls is 66% and for boys is 70%.



Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 34% of students in this district had a high rate of participation in clubs; the Canadian norm for these grades is 49%.
- 41% of the girls and 28% of the boys in this district had a high rate of participation in clubs. The Canadian norm for girls is 57% and for boys is 42%.



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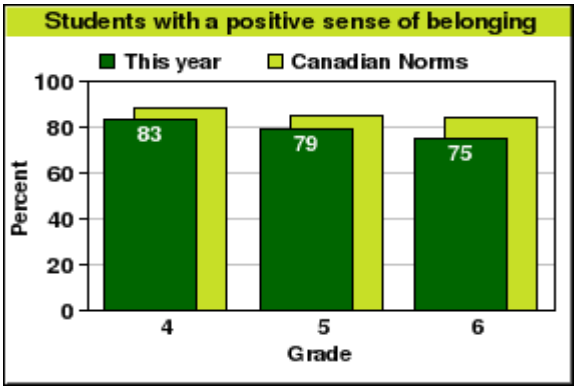
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

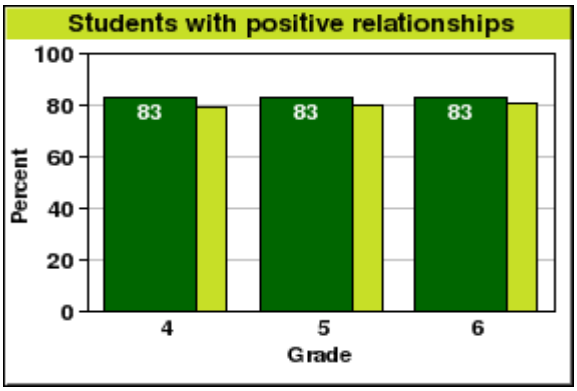
- 79% of students in this district had a high sense of belonging; the Canadian norm for these grades is 86%.
- 79% of the girls and 78% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 86% and for boys is 85%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

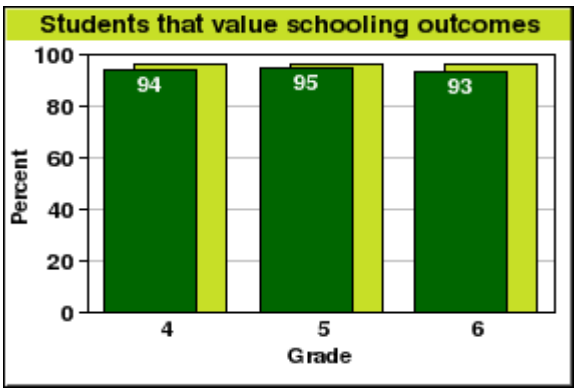
- In this district, 83% of students had positive relationships; the Canadian norm for these grades is 80%.
- 87% of the girls and 80% of the boys in this district had positive relationships. The Canadian norm for girls is 84% and for boys is 77%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 94% of students in this district valued school outcomes; the Canadian norm for these grades is 96%.
- 96% of the girls and 92% of the boys in this district valued school outcomes. The Canadian norm for girls is 97% and for boys is 95%.



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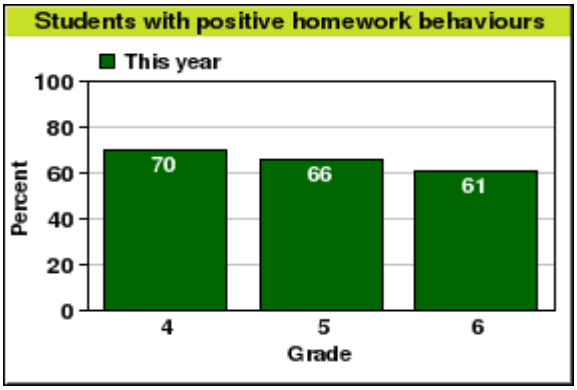
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

Social-Emotional Outcomes

Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

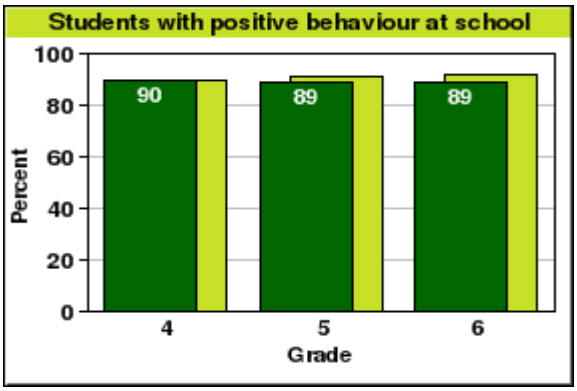
- In this district, 66% of students had positive homework behaviours.
- 74% of the girls and 58% of the boys in this district had positive homework behaviours.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

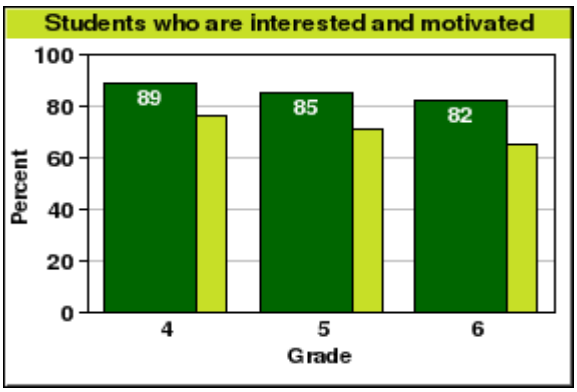
- In this district, 89% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 94% of the girls and 84% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 87%.



Students who are interested and motivated

Students who are interested and motivated in their learning.

- 85% of students in this district were interested and motivated; the Canadian norm for these grades is 71%.
- 90% of the girls and 81% of the boys in this district were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.



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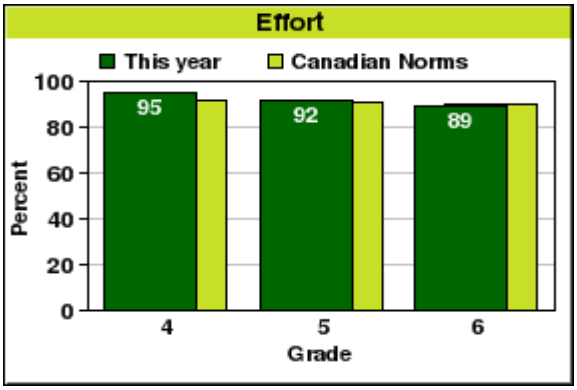
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

Social-Emotional Outcomes

Effort

Students who try hard to succeed in their learning.

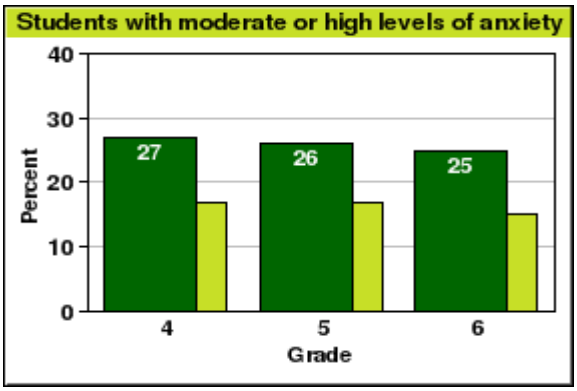
- 92% of students in this district tried hard to succeed; the Canadian norm for these grades is 91%.
- 95% of the girls and 90% of the boys in this district tried hard to succeed. The Canadian norm for girls is 93% and for boys is 89%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 26% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 16%.
- 29% of the girls and 23% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 20% and for boys is 13%.



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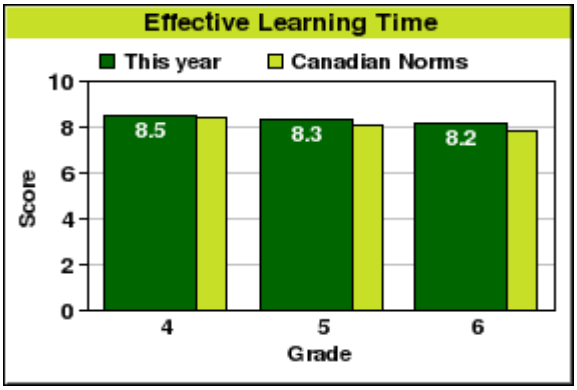
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

DRIVERS of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

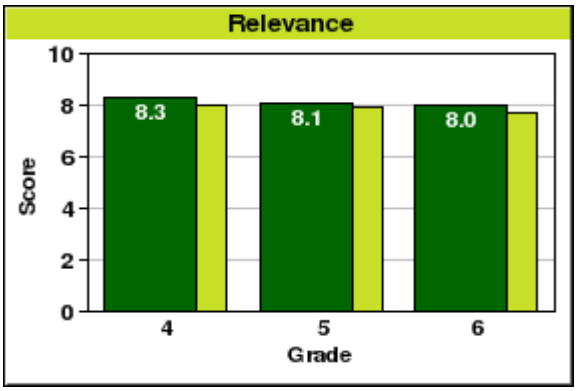
- In this district, students rated effective classroom learning time 8.3 out of 10; the Canadian norm for these grades is 8.1.
- In this district, effective classroom learning time was rated 8.5 out of 10 by girls and 8.2 out of 10 by boys. The Canadian norm for girls is 8.2 and for boys is 8.



Relevance

Students who find classroom instruction relevant to their everyday lives.

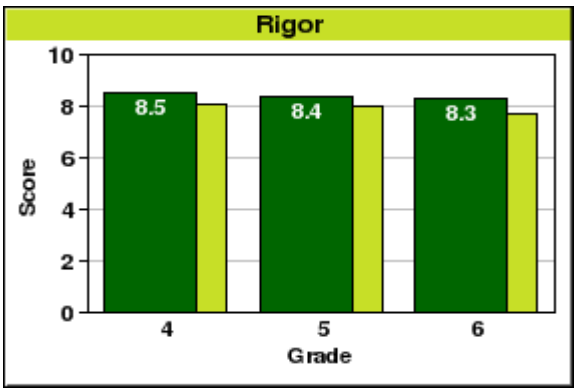
- In this district, students rated relevance 8.1 out of 10; the Canadian norm for these grades is 7.9.
- In this district, relevance was rated 8.3 out of 10 by girls and 7.9 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.8.



Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this district, students rated rigor 8.4 out of 10; the Canadian norm for these grades is 7.9.
- In this district, rigor was rated 8.5 out of 10 by girls and 8.2 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.9.



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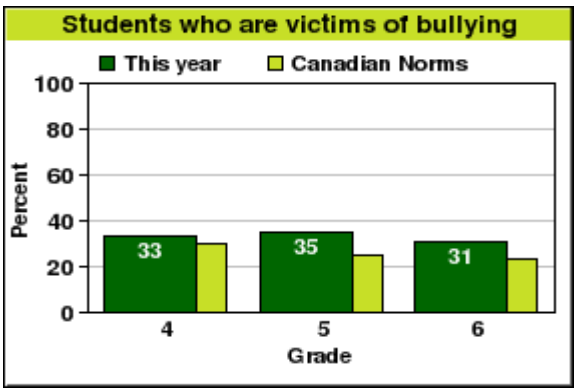
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
ON Grand Erie District School Board Schools Highlights

DRIVERS of Student Outcomes

Students who are victims of bullying

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

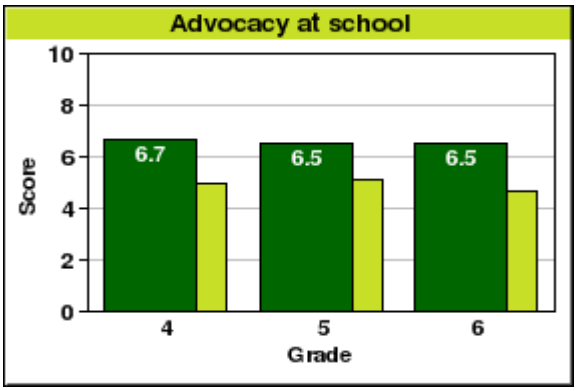
- 33% of students in this district were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 26%.
- 29% of the girls and 37% of the boys in this district were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 26%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

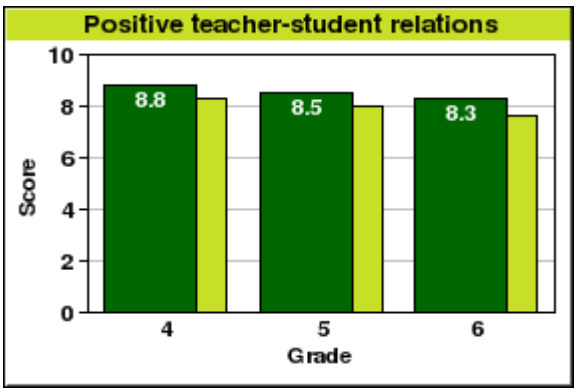
- In this district, students rated advocacy at school 6.6 out of 10; the Canadian norm for these grades is 4.9.
- In this district, advocacy at school was rated 6.7 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 4.9 and for boys is 5.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this district, positive teacher-student relations were rated 8.5 out of 10; the Canadian norm for these grades is 7.9.
- In this district, positive teacher-student relations were rated 8.7 out of 10 by girls and 8.3 out of 10 by boys. The Canadian norm for girls is 8.1 and for boys is 7.8.



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Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
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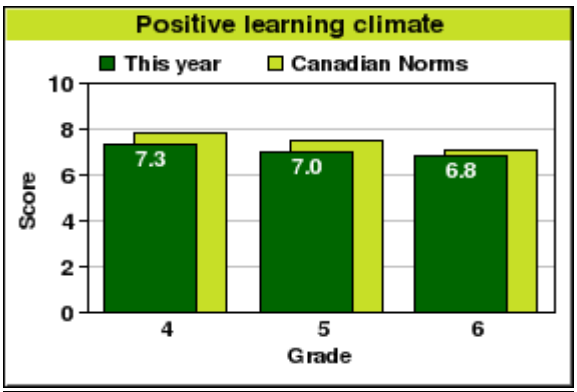
DRIVERS of Student Outcomes

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

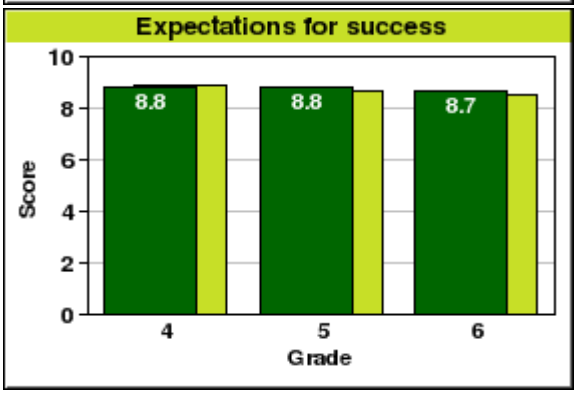
- In this district, students rated disciplinary climate of the classroom 7 out of 10; the Canadian norm for these grades is 7.4.
- In this district, disciplinary climate of the classroom was rated 7.1 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 7.5 and for boys is 7.4.



Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this district, students rated teachers' expectations for academic success 8.8 out of 10; the Canadian norm for these grades is 8.7.
- In this district, teachers' expectations for academic success were rated 8.9 out of 10 by girls and 8.6 out of 10 by boys. The Canadian norm for girls is 8.8 and for boys is 8.6.



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Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
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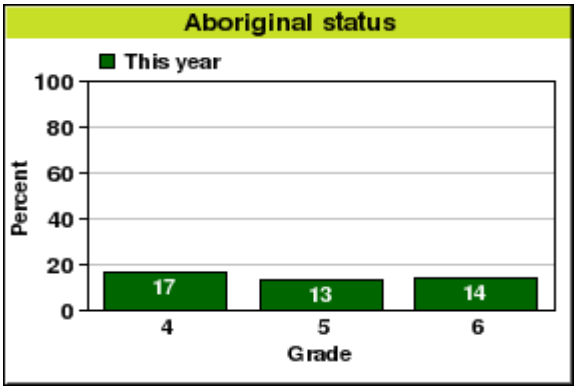
Demographic Factors

Aboriginal status

Students who are of Aboriginal origin, that is, First Nations, Métis, or Inuk.

- 15% of students in this district are of Aboriginal origin.
- 15% of the girls and 15% of the boys in this district are of Aboriginal origin.



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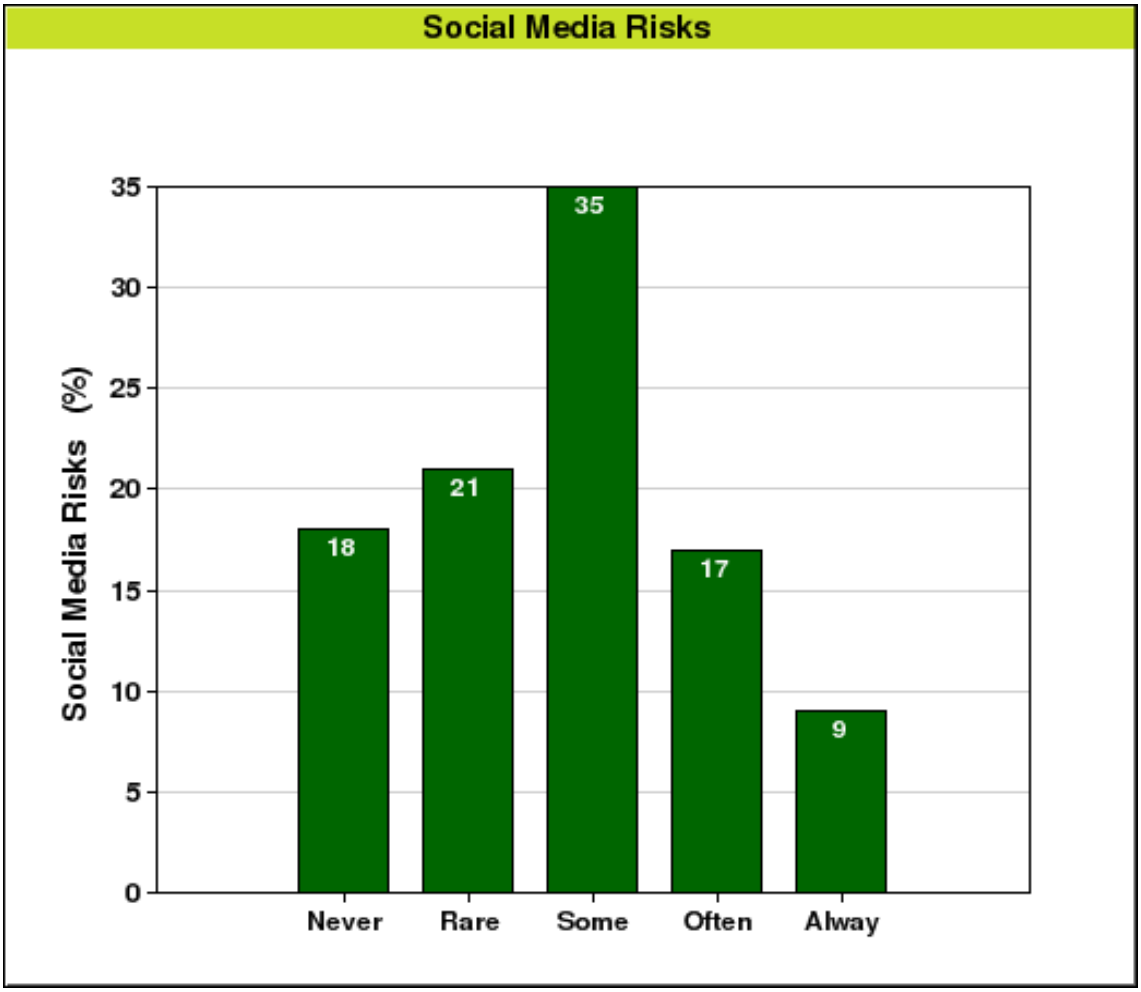
Multiple Choice Question

**Students were asked: "At my school we talk about the risks of social media (i.e. sharing personal images and/or information, threatening other people).
"**

- Never (Never)
- Rarely (Rare)
- Sometimes (Some)
- Often (Often)
- Always (Alway)



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Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (4740)
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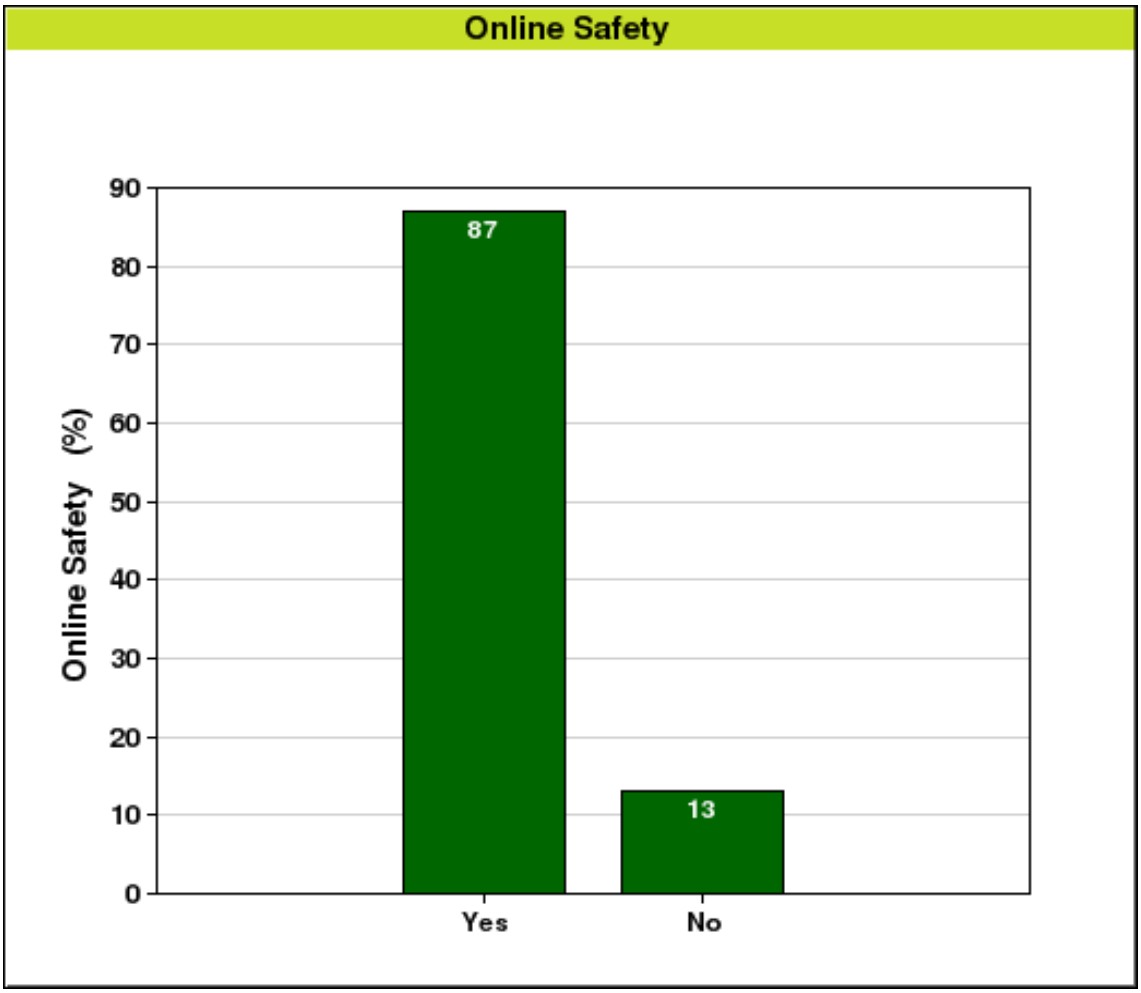
Multiple Choice Question

Students were asked: "I have someone (adult/person) in my life that I can go to for help around online safety."

- Yes (Yes)
- No (No)



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Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

Your version of the **OurSCHOOL** student survey measures 31 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 8,256 students in 73 schools that participated in the survey between 8 Nov. 2016 and 26 Jan. 2017.

The results for the district are based on last year's results for all students using The Learning Bar Survey for grade levels assessed by this district, and are compared with Canadian norms.

For details on the survey see www.thelearningbar.com.

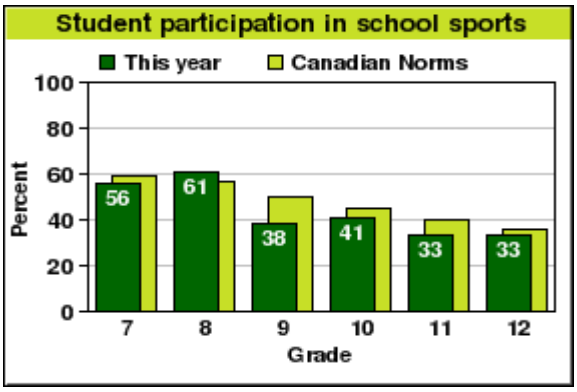
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

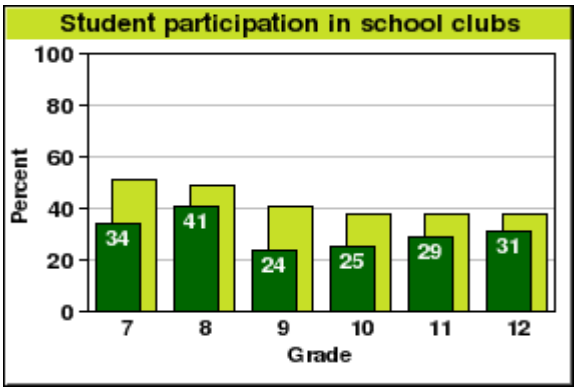
- 44% of students in this district had a high rate of participation in sports; the Canadian norm for these grades is 48%.
- 40% of the girls and 48% of the boys in this district had a high rate of participation in sports. The Canadian norm for girls is 44% and for boys is 52%.



Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 31% of students in this district had a high rate of participation in clubs; the Canadian norm for these grades is 42%.
- 37% of the girls and 24% of the boys in this district had a high rate of participation in clubs. The Canadian norm for girls is 49% and for boys is 36%.



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Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
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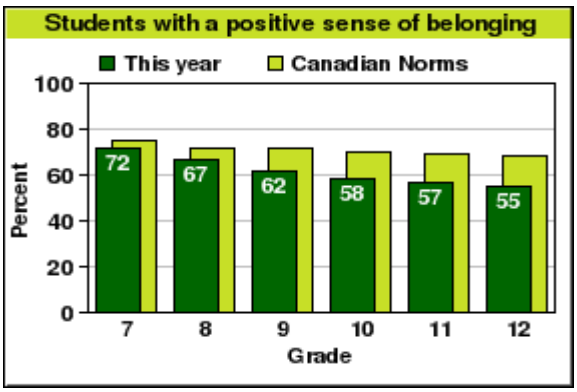
Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

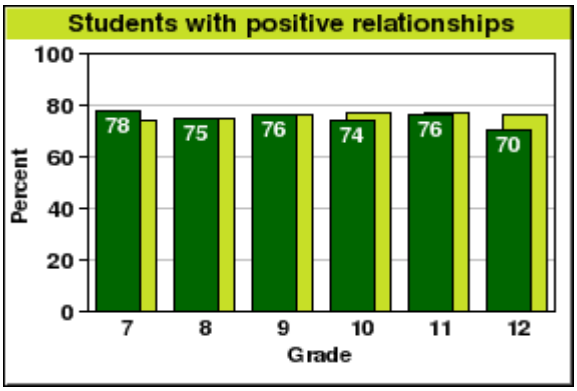
- 62% of students in this district had a high sense of belonging; the Canadian norm for these grades is 71%.
- 57% of the girls and 68% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 71% and for boys is 71%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

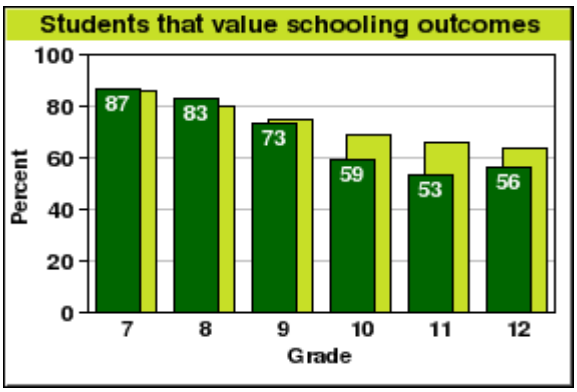
- In this district, 75% of students had positive relationships; the Canadian norm for these grades is 76%.
- 78% of the girls and 72% of the boys in this district had positive relationships. The Canadian norm for girls is 81% and for boys is 71%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 68% of students in this district valued school outcomes; the Canadian norm for these grades is 73%.
- 71% of the girls and 67% of the boys in this district valued school outcomes. The Canadian norm for girls is 76% and for boys is 70%.



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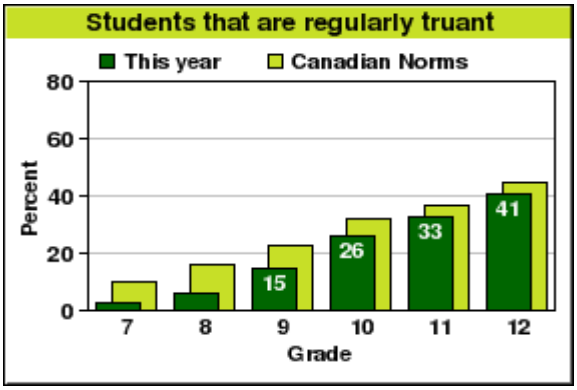
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

Social-Emotional Outcomes

Students that are regularly truant

Students who skip classes or miss days at school without a reason, or arrive late for school or classes.

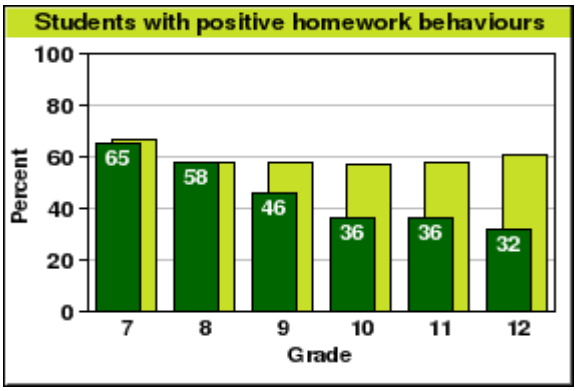
- In this district, the student truancy rate was 20%; the Canadian norm for these grades is 27%
- In this district, the truancy rate for girls was 18% and for boys, 22%. The Canadian norm for girls is 24% and for boys is 30%.



Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

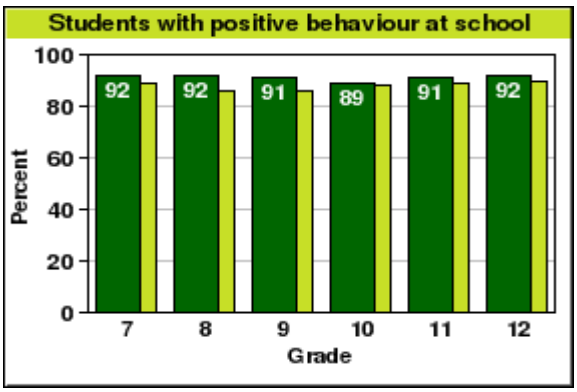
- In this district, 45% of students had positive homework behaviours; the Canadian norm for these grades is 60%.
- 53% of the girls and 39% of the boys in this district had positive homework behaviours. The Canadian norm for girls is 68% and for boys is 52%.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this district, 91% of students had positive behaviour; the Canadian norm for these grades is 88%.
- 96% of the girls and 88% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 93% and for boys is 83%.



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Report on Student Outcomes and School Climate
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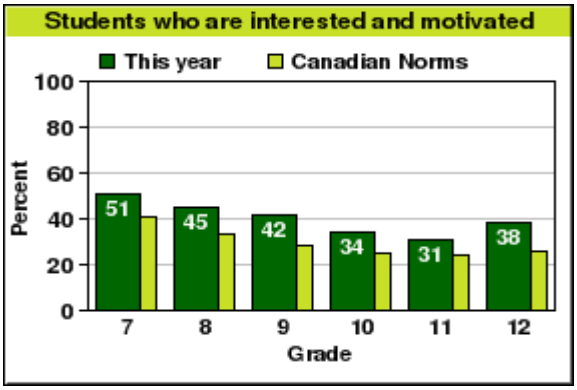
Social-Emotional Outcomes

Students who are interested and motivated

Students who are interested and motivated in their learning.

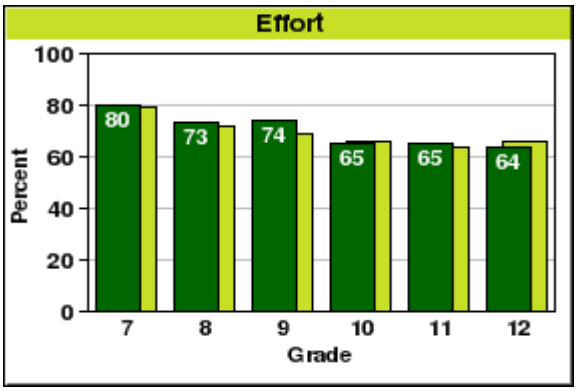
- 40% of students in this district were interested and motivated; the Canadian norm for these grades is 30%.
- 41% of the girls and 41% of the boys in this district were interested and motivated. The Canadian norm for girls is 30% and for boys is 30%.



Effort

Students who try hard to succeed in their learning.

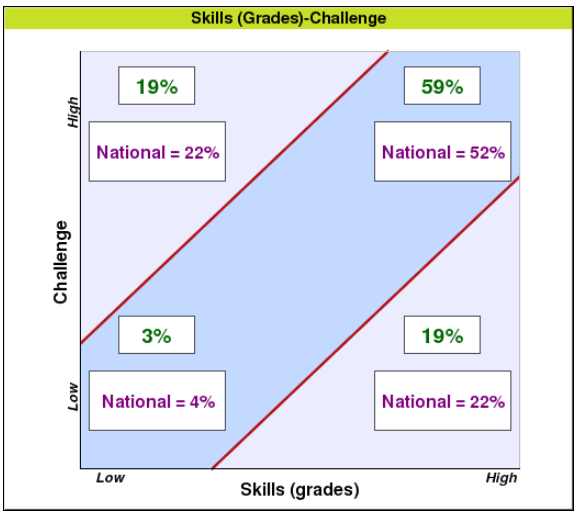
- 70% of students in this district tried hard to succeed; the Canadian norm for these grades is 69%.
- 72% of the girls and 69% of the boys in this district tried hard to succeed. The Canadian norm for girls is 72% and for boys is 66%.



Skills (grades)-challenge

Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.

- 59% of students in the district had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 52%.
- 19% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 22%.
- 19% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 22%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.



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Report on Student Outcomes and School Climate
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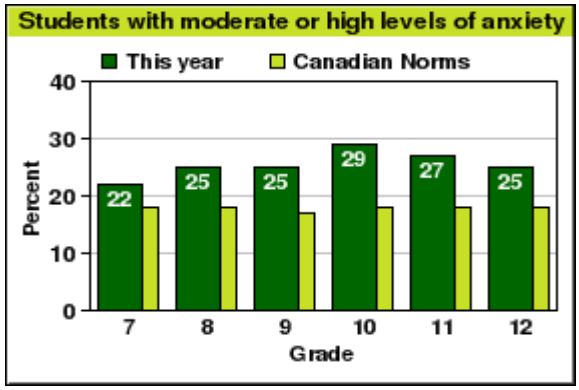
Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

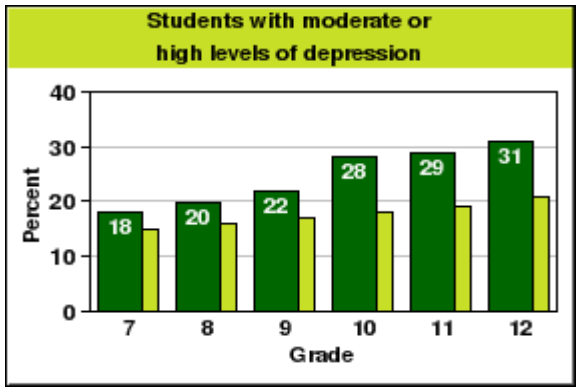
- 25% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 35% of the girls and 15% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

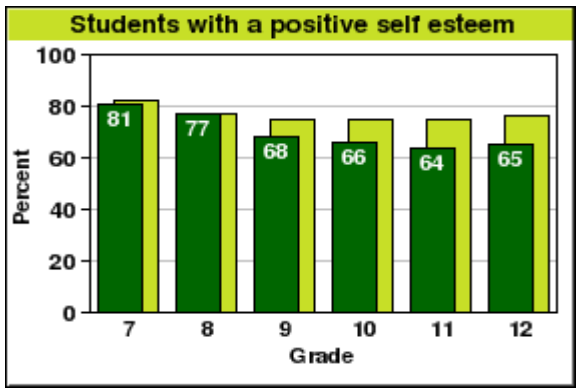
- 25% of students in this district had moderate to high levels of depression; the Canadian norm for these grades is 18%.
- 32% of the girls and 16% of the boys in this district had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%.



Students with a positive self esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 70% of students in this district had high self esteem; the Canadian norm for these grades is 77%.
- 65% of the girls and 77% of the boys in this district had high self esteem. The Canadian norm for girls is 73% and for boys is 80%.



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Report on Student Outcomes and School Climate
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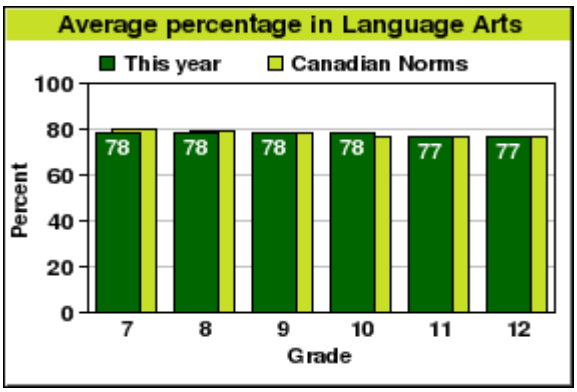
Academic Outcomes

Average percentage in Language Arts

Students' overall marks in their current or most recent Language Arts class (e.g., English) were reported as a letter grade and converted to a percentage.

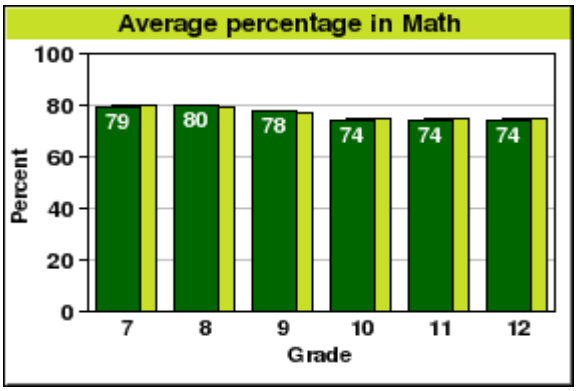
- In this district, students' average reported mark was 78%; the Canadian norm for these grades is 78%.
- In this district, girls' average reported mark was 80% and boys' was 76%. The Canadian norm for girls is 80% and for boys is 76%.



Average percentage in Math

Students' overall marks in their current or most recent Math class were reported as a letter grade and converted to a percentage.

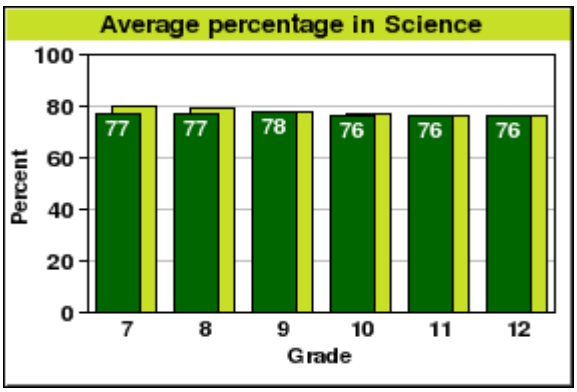
- In this district, students' average reported mark was 76%; the Canadian norm for these grades is 77%.
- In this district, girls' average reported mark was 77% and boys' was 76%. The Canadian norm for girls is 77% and for boys is 77%.



Average percentage in Science

Students' overall marks in their current or most recent Science class (e.g., general Science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.

- In this district, students' average reported mark was 77%; the Canadian norm for these grades is 78%.
- In this district, girls' average reported mark was 78% and boys' was 75%. The Canadian norm for girls is 78% and for boys is 77%.



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Report on Student Outcomes and School Climate
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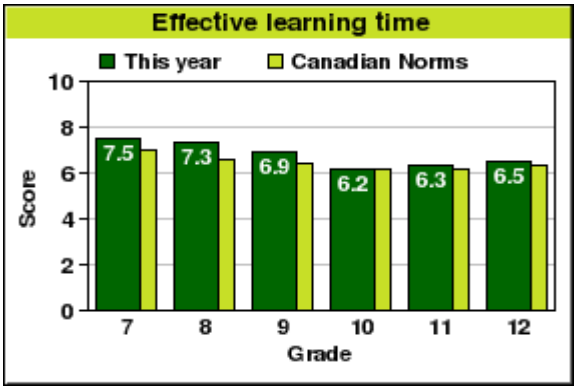
DRIVERS of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

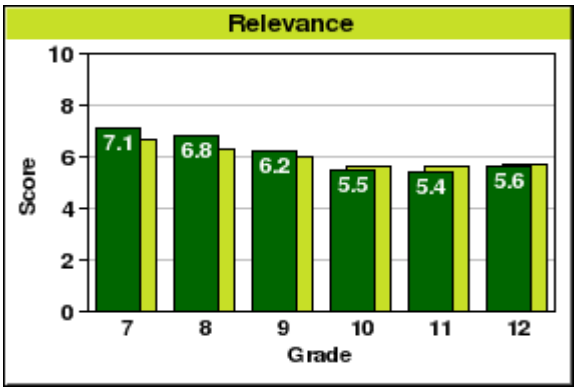
- In this district, students rated effective classroom learning time 6.8 out of 10; the Canadian norm for these grades is 6.5.
- In this district, effective classroom learning time was rated 6.9 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.



Relevance

Students who find classroom instruction relevant to their everyday lives.

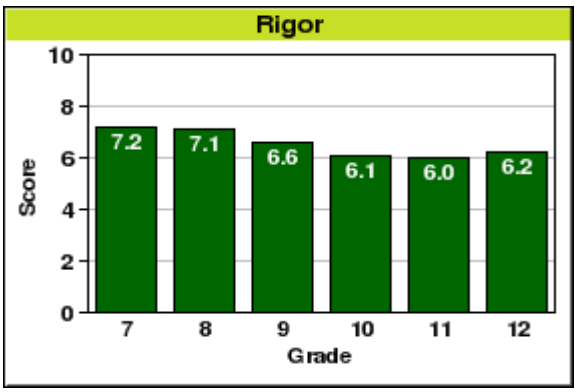
- In this district, students rated relevance 6.1 out of 10; the Canadian norm for these grades is 6.
- In this district, relevance was rated 6.2 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.9.



Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this district, students rated rigor 6.5 out of 10.
- In this district, rigor was rated 6.6 out of 10 by girls and 6.5 out of 10 by boys.



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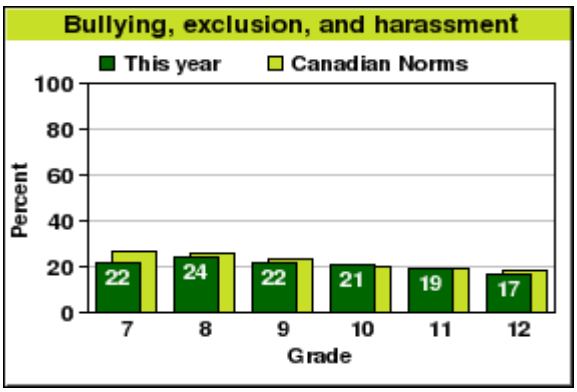
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

DRIVERS of Student Outcomes

Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

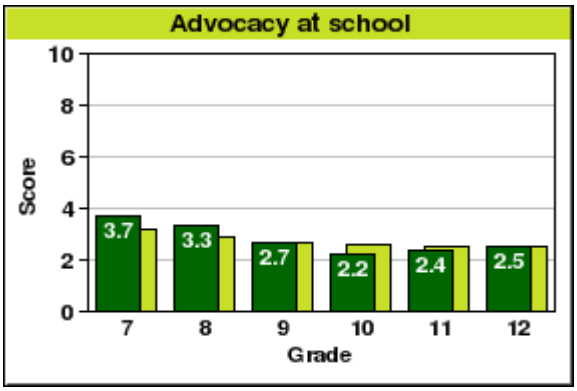
- 21% of students in this district were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 22%.
- 19% of the girls and 21% of the boys in this district were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 20% and for boys is 25%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

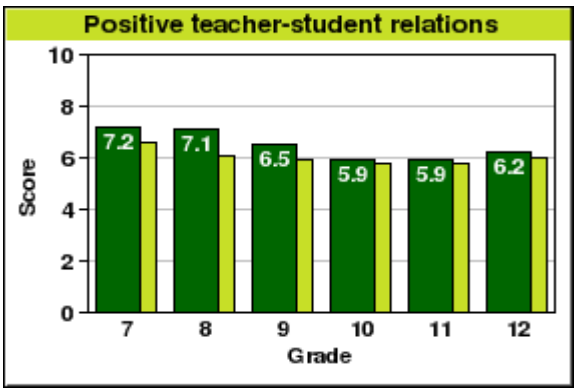
- In this district, students rated advocacy at school 2.8 out of 10; the Canadian norm for these grades is 2.7.
- In this district, advocacy at school was rated 2.7 out of 10 by girls and 2.9 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 2.8.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this district, positive teacher-student relations were rated 6.5 out of 10; the Canadian norm for these grades is 6.
- In this district, positive teacher-student relations were rated 6.5 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.



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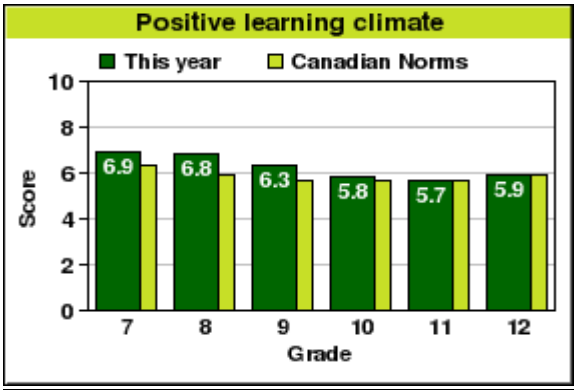
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

DRIVERS of Student Outcomes

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

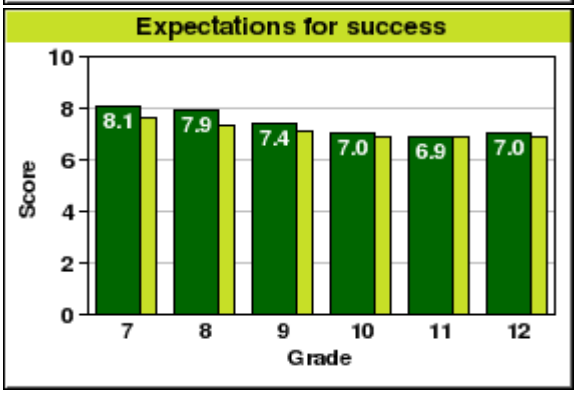
- In this district, students rated disciplinary climate of the classroom 6.2 out of 10; the Canadian norm for these grades is 5.9.
- In this district, disciplinary climate of the classroom was rated 6.3 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

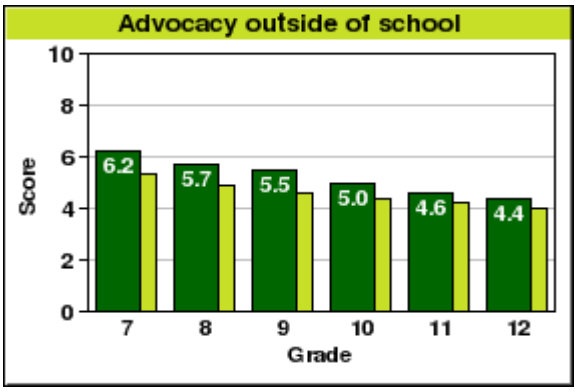
- In this district, students rated teachers' expectations for academic success 7.4 out of 10; the Canadian norm for these grades is 7.1.
- In this district, teachers' expectations for academic success were rated 7.5 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 6.9.



Advocacy outside of school

Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

- In this district, students rated advocacy outside of school 5.2 out of 10; the Canadian norm for these grades is 4.6.
- In this district, advocacy outside school was rated 5.3 out of 10 by girls and 5.2 out of 10 by boys. The Canadian norm for girls is 4.6 and for boys is 4.5.



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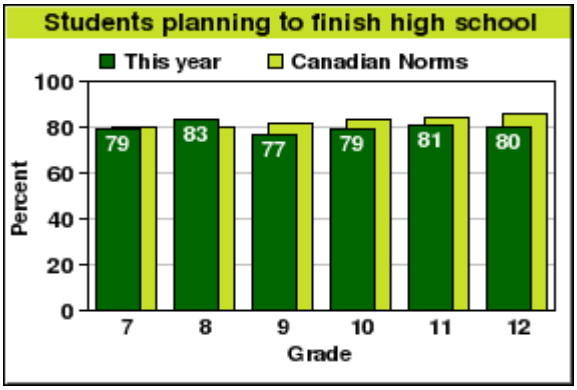
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

DRIVERS of Student Outcomes

Students planning to finish high school

Students who plan to finish high school.

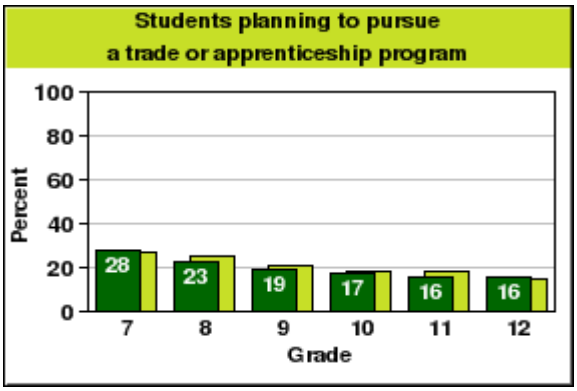
- 80% of students in this district had aspirations for finishing high school; the Canadian norm for these grades is 82%.
- 85% of the girls and 76% of the boys in this district had aspirations for finishing high school. The Canadian norm for girls is 86% and for boys is 79%.



Students planning to pursue a trade or apprenticeship program

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

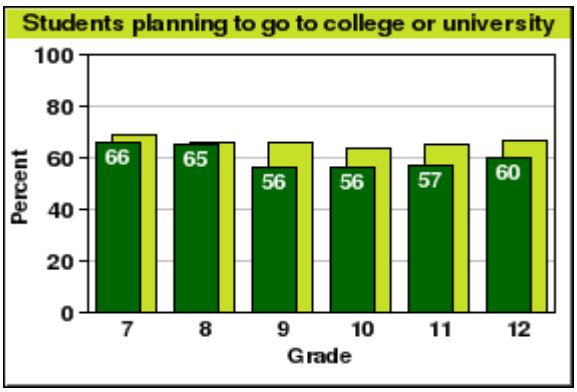
- 20% of students in this district planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 21%.
- 15% of the girls and 24% of the boys in this district planned to pursue a trade or apprenticeship program The Canadian norm for girls is 17% and for boys is 24%.



Students planning to go to college or university

Students who plan to pursue a post-secondary education.

- 60% of students in this district had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 66%.
- 70% of the girls and 51% of the boys in this district had aspirations for going to college or university. The Canadian norm for girls is 73% and for boys is 59%.



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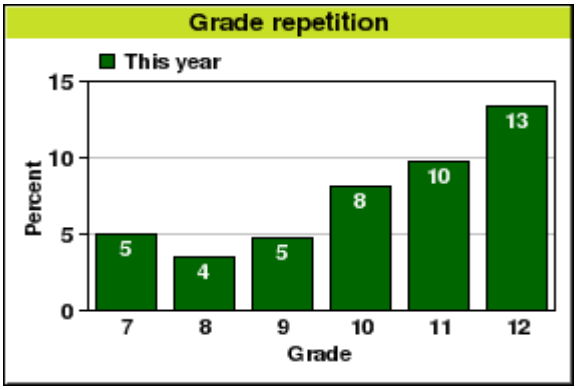
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

Demographic Factors

Grade repetition

Students who have repeated one or more grades at school since kindergarten.

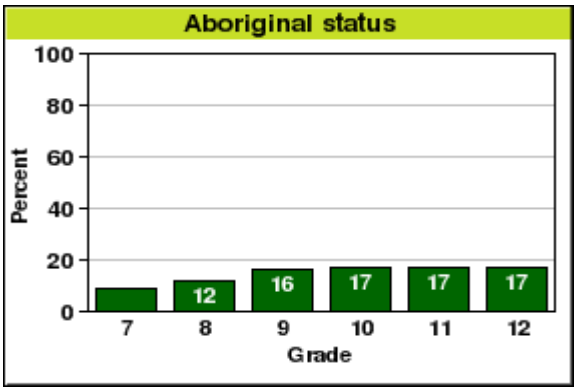
- 7.4% of students in this district have repeated a grade at school.
- 5.7% of the girls and 8.5% of the boys in this district have repeated a grade at school.



Aboriginal status

Students who are of Aboriginal origin, that is, First Nations, Métis, or Inuk.

- 15% of students in this district are of Aboriginal origin.
- 13% of the girls and 15% of the boys in this district are of Aboriginal origin.



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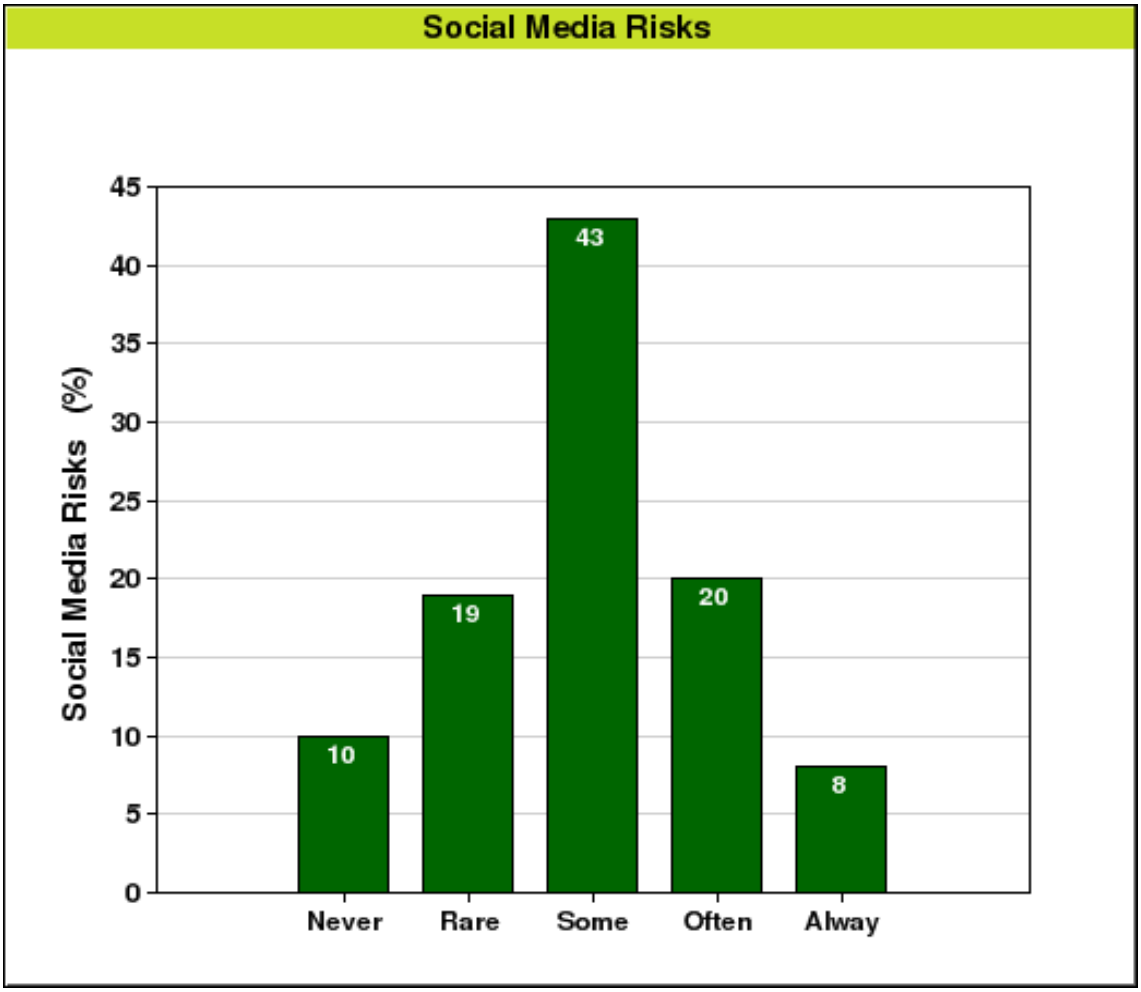
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

Multiple Choice Question

**Students were asked: "At my school we talk about the risks of social media (i.e. sharing personal images and/or information, threatening other people).
"**

- Never (Never)
- Rarely (Rare)
- Sometimes (Some)
- Often (Often)
- Always (Alway)



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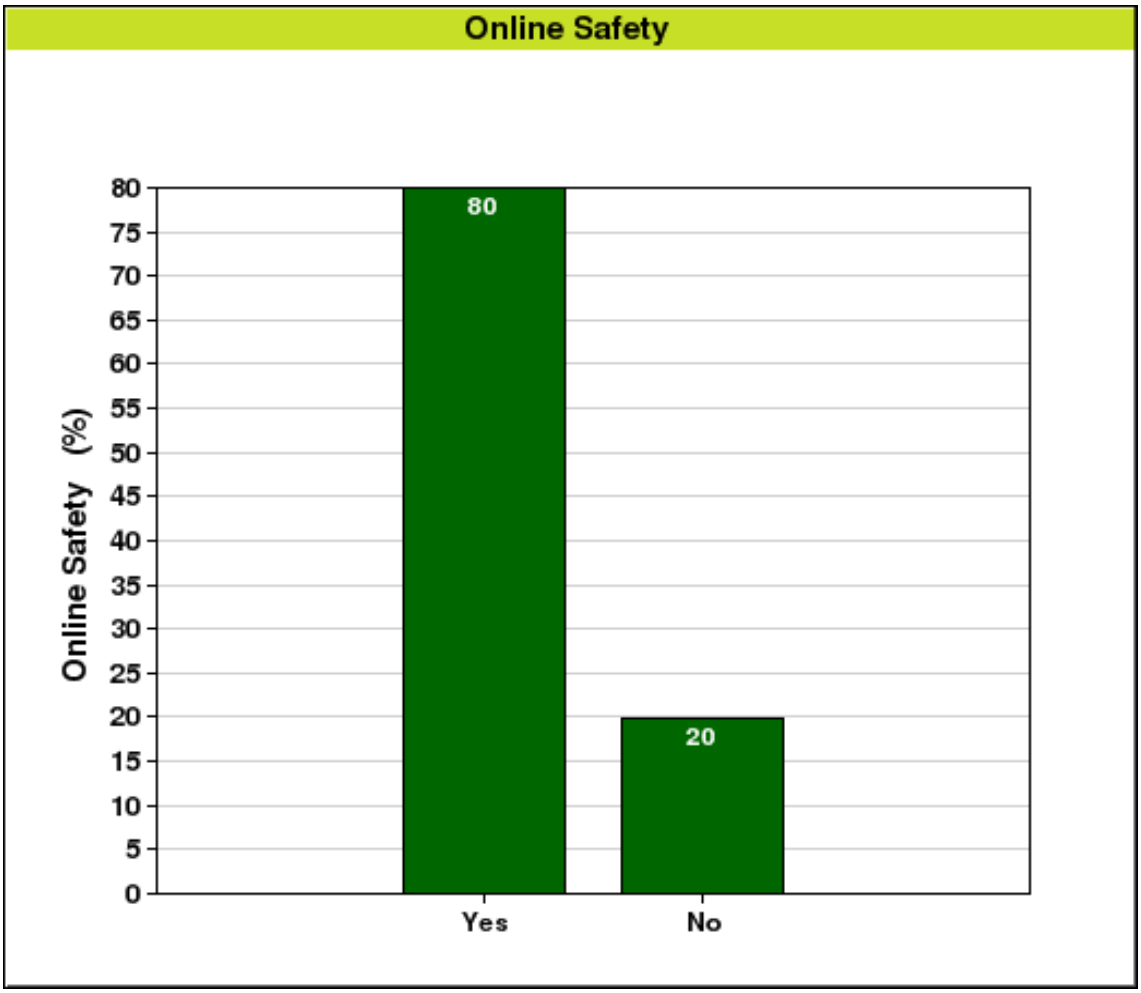
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (4739)
ON Grand Erie District School Board Schools Highlights

Multiple Choice Question

Students were asked: "I have someone (adult/person) in my life that I can go to for help around online safety. "

- Yes (Yes)
- No (No)



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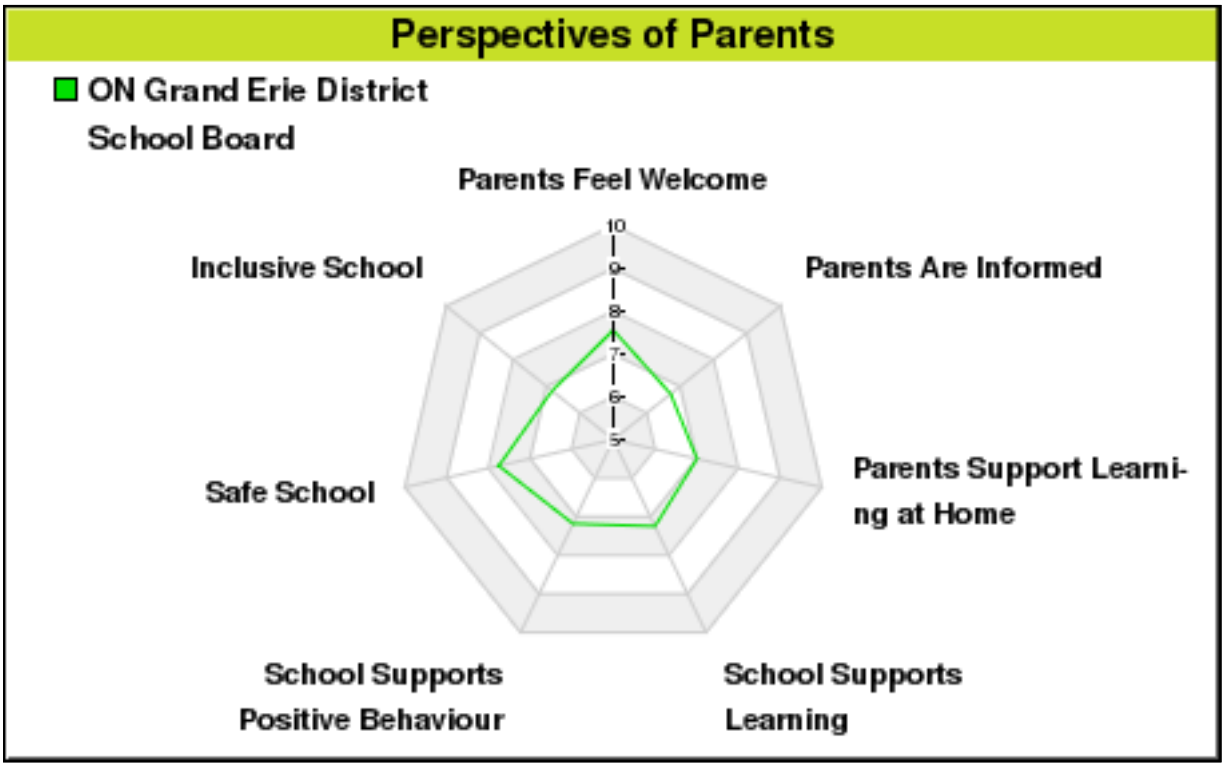
Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

OurSCHOOL Parent Survey, Perspectives of Parents at ON Grand Erie District School Board

The OurSCHOOL Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The remainder of this report provides a detailed description of the results.

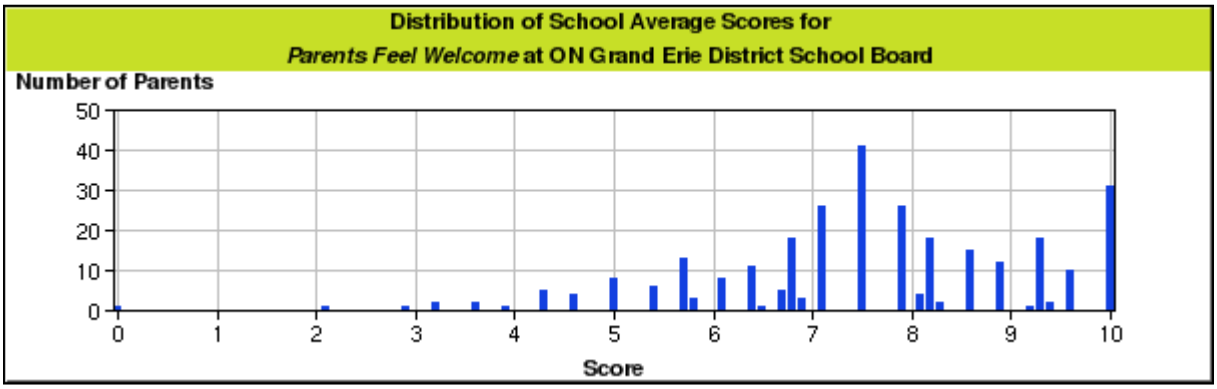


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

I. Parents feel welcome at ON Grand Erie District School Board

Parents Feel Welcome	***7.6***
I feel welcome when I visit the school.	8
It is easy for me to talk with my child's teachers.	7.9
I am well informed about school activities.	7.4
Teachers listen to concerns I have.	7.4
I can easily speak with the school principal.	7.3
Written information from the school is in clear, plain language.	8.2
Parent activities are scheduled at times when I can attend.	6.9

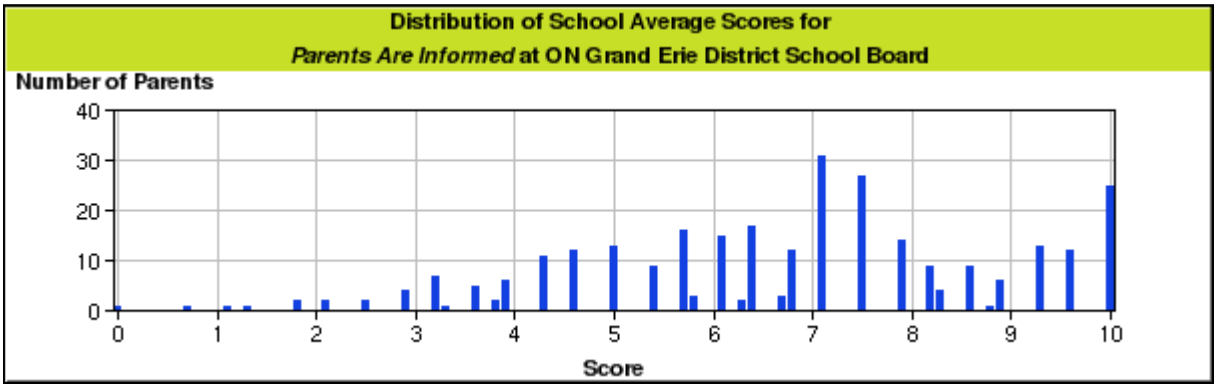


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

II. Parents are informed at ON Grand Erie District School Board

Parents Are Informed	***6.7***
Reports on my child's progress are written in terms I understand.	8
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.4
I am informed about my child's behaviour at school, whether positive or negative.	6.6
The teachers would inform me if my child were not making adequate progress in school subjects.	6.9
I am well informed about my child's progress in school subjects.	6.5
I am informed about opportunities concerning my child's future.	6.1
I am informed about my child's social and emotional development.	5.6

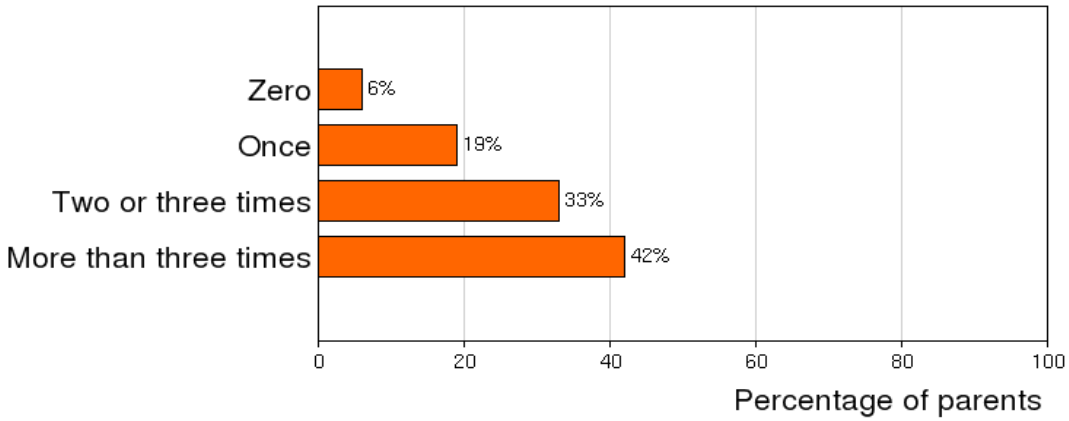


Parent Survey Report

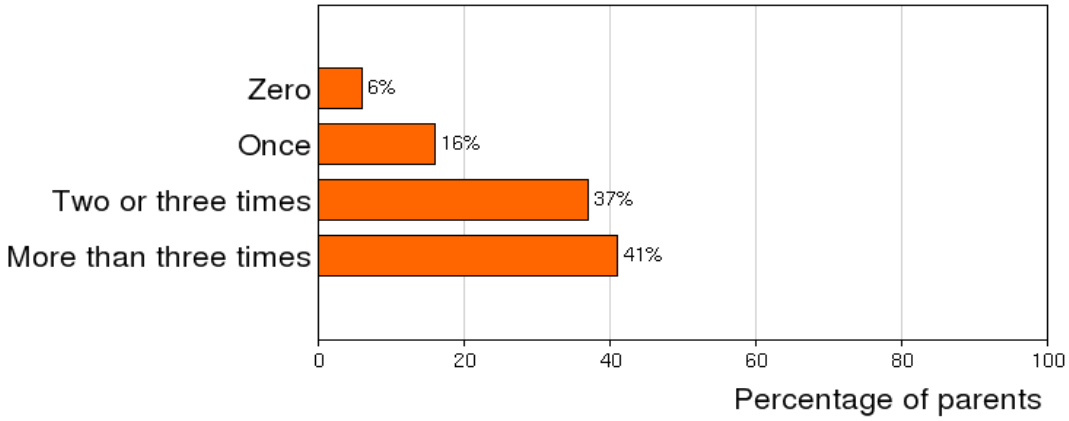
OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

Parent participation at ON Grand Erie District School Board

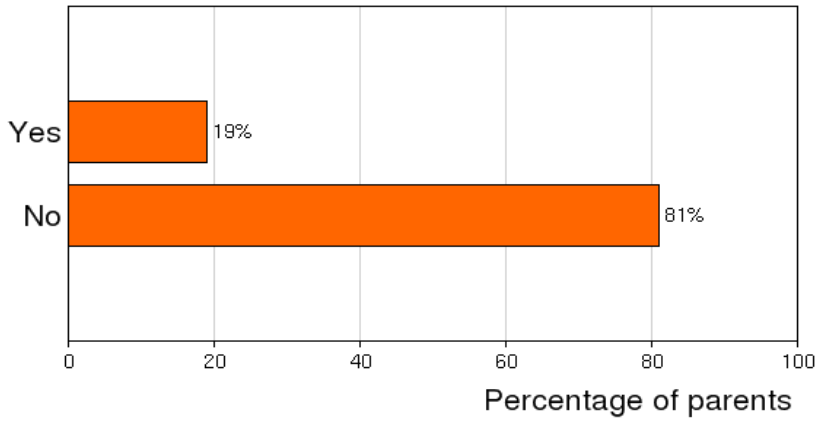
Parents talked with a teacher
ON Grand Erie District School Board



Parents attended meetings
ON Grand Erie District School Board



Parents involved in school committees
ON Grand Erie District School Board

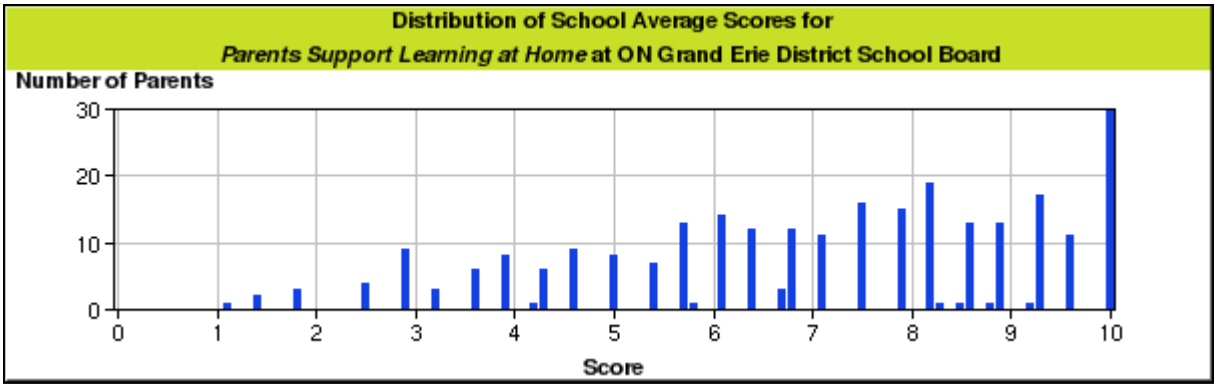


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

III. Parents at ON Grand Erie District School Board support learning at home

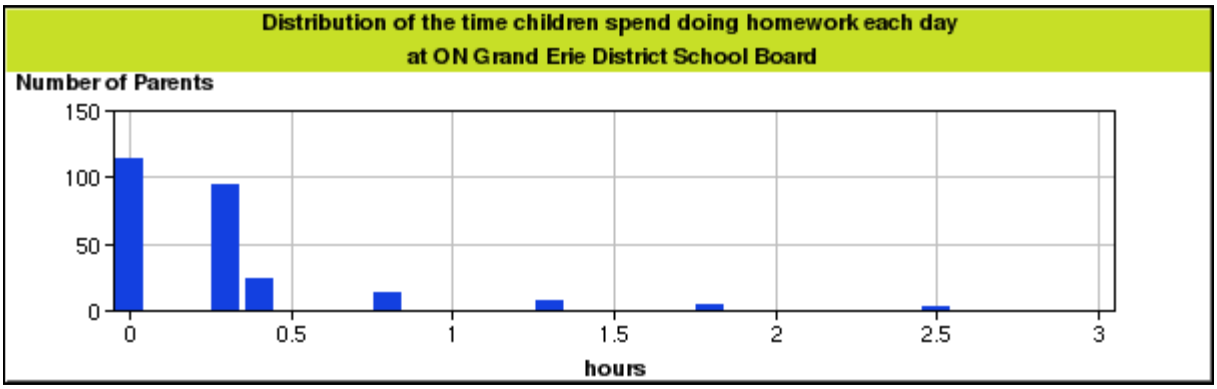
Parents Support Learning at Home	*7*
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her courses	6
Talk about how important schoolwork is	6.2
Ask about any challenges he or she might have at school	6.7
Encourage your child to do well at school	8.2
Praise your child for doing well at school	7.7
Talk with your child about feelings towards other children at school	7
Take an interest in your child's school projects	7.2

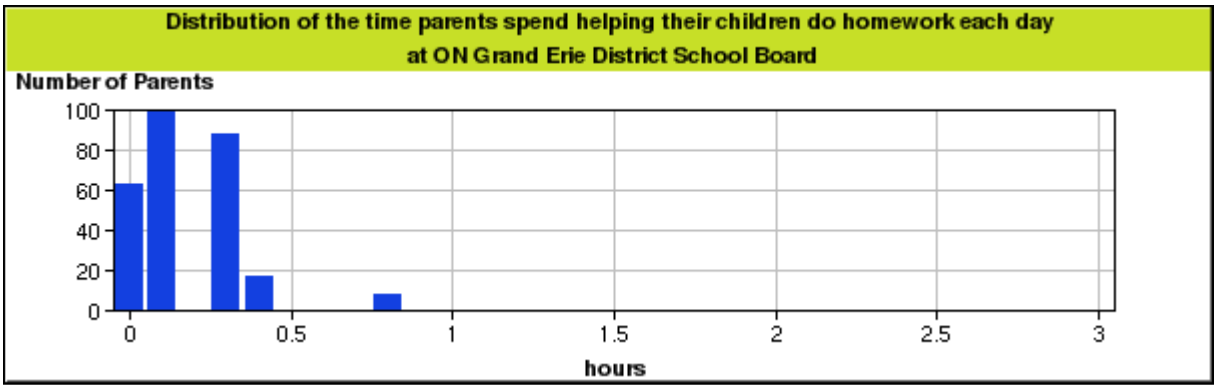


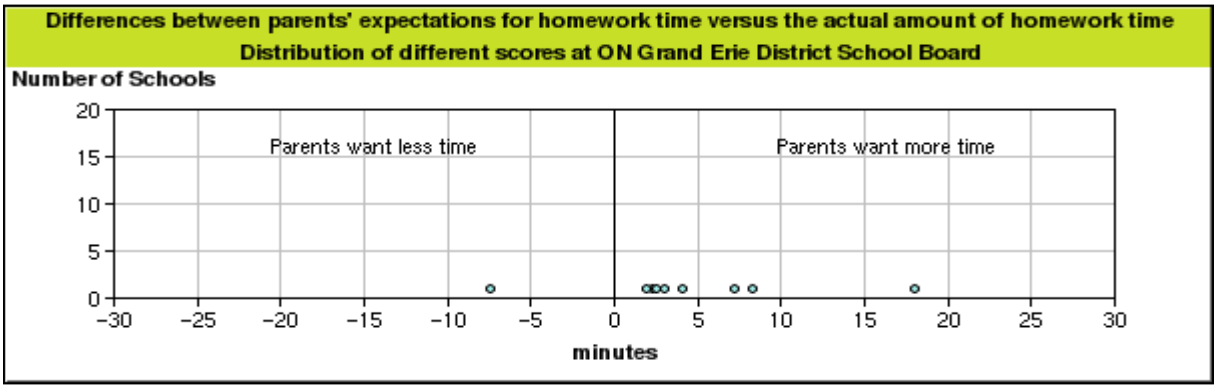
Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

Time spent doing homework at ON Grand Erie District School Board





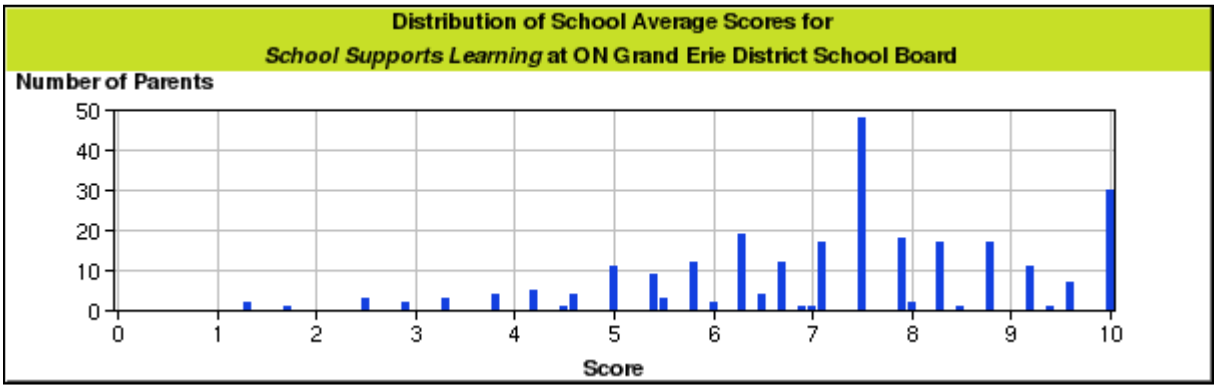


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

IV. Support for learning at ON Grand Erie District School Board

School Supports Learning	***7.2***
Teachers have high expectations for my child to succeed.	7
Teachers show an interest in my child's learning.	7.3
My child is encouraged to do his or her best work.	7.7
Teachers take account of my child's needs, abilities, and interests.	7
Teachers expect homework to be done on time.	7.1
Teachers expect my child to work hard.	7.5

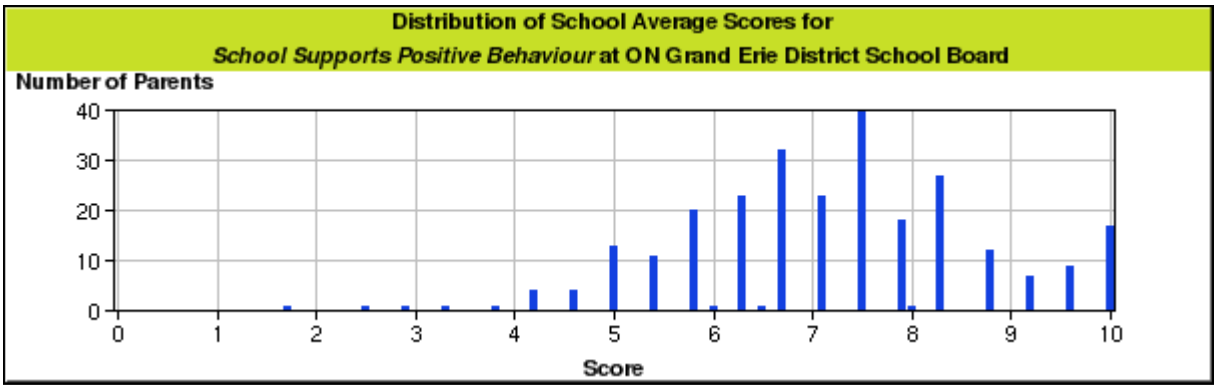


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

V. Support for positive behaviour at ON Grand Erie District School Board

School Supports Positive Behaviour	*7.2*
Teachers expect my child to pay attention in class.	8
Teachers maintain control of their classes.	6.8
My child is clear about the rules for school behaviour.	8.5
Teachers devote their time to extra-curricular activities.	6.7
The school helps prevent students from smoking.	6.5
The school helps prevent students from using drugs.	6.6

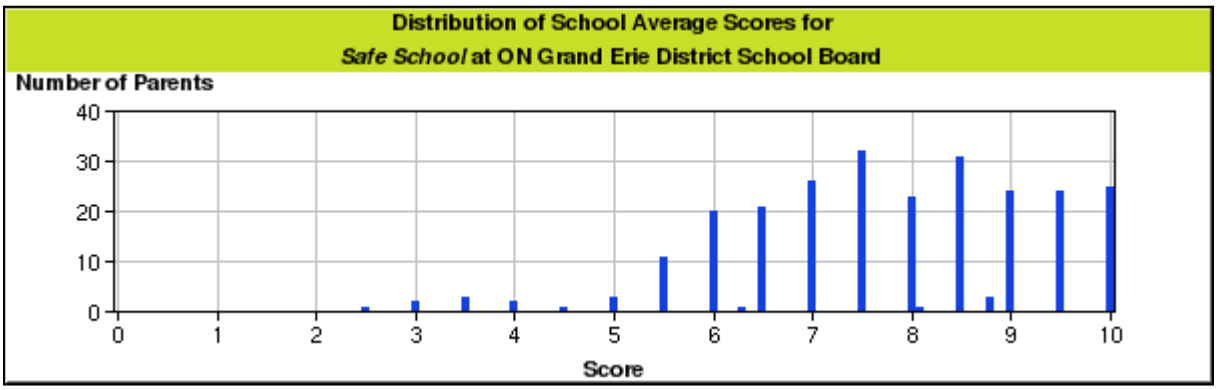


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

VI. Safety at ON Grand Erie District School Board

Safe School	***7.7***
Behaviour issues are dealt with in a timely manner.	6.6
My child feels safe at school.	8
My child feels safe going to and from school.	8.1
Gangs are not a problem at our school.	8.5
There are no racial or ethnic tensions at our school.	7.5

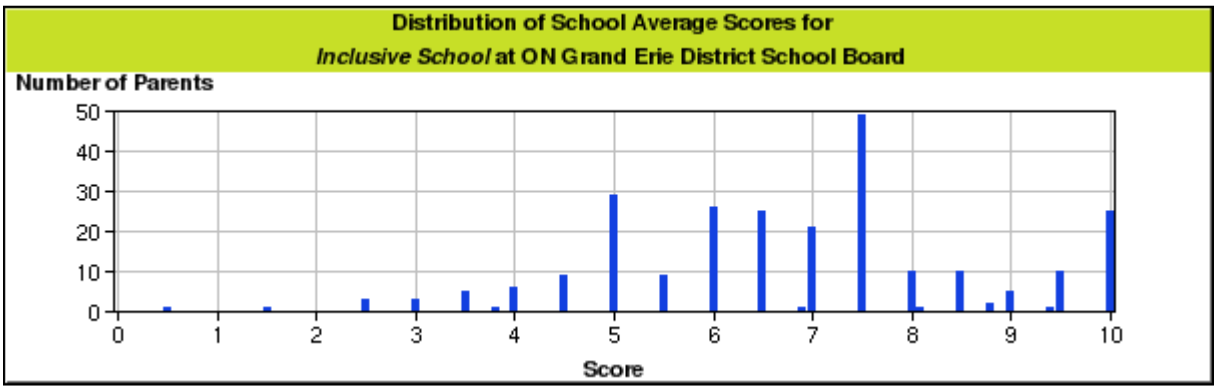


Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

VII. Inclusion at ON Grand Erie District School Board

Inclusive School	***6.8***
Teachers help students who need extra support.	6.9
School staff create opportunities for students who are learning at a slower pace.	6.6
Teachers try to understand the learning needs of students with special needs.	6.9
School staff take an active role in making sure all students are included in school activities.	7
Teachers help students develop positive friendships.	6.8

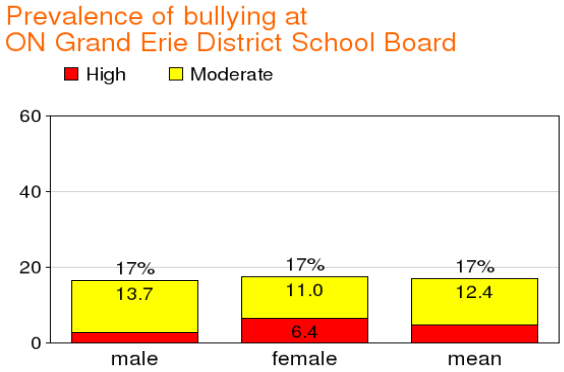


Parent Survey Report

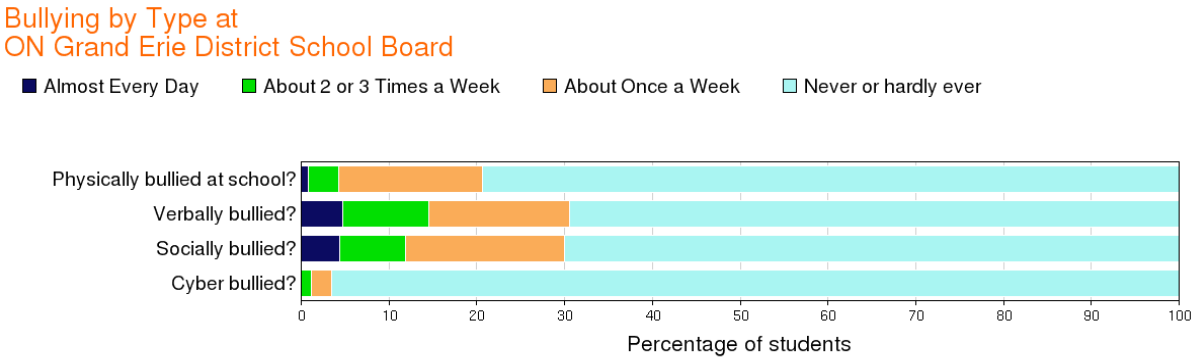
OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

Student bullying at ON Grand Erie District School Board

Students were classified as being moderate or severe victims of bullying based on parents' reports of their child being a victim of physical, social, verbal and cyber bullying in the previous 30 days.



The chart below indicates the types of bullying most often experienced by the students at ON Grand Erie District School Board.

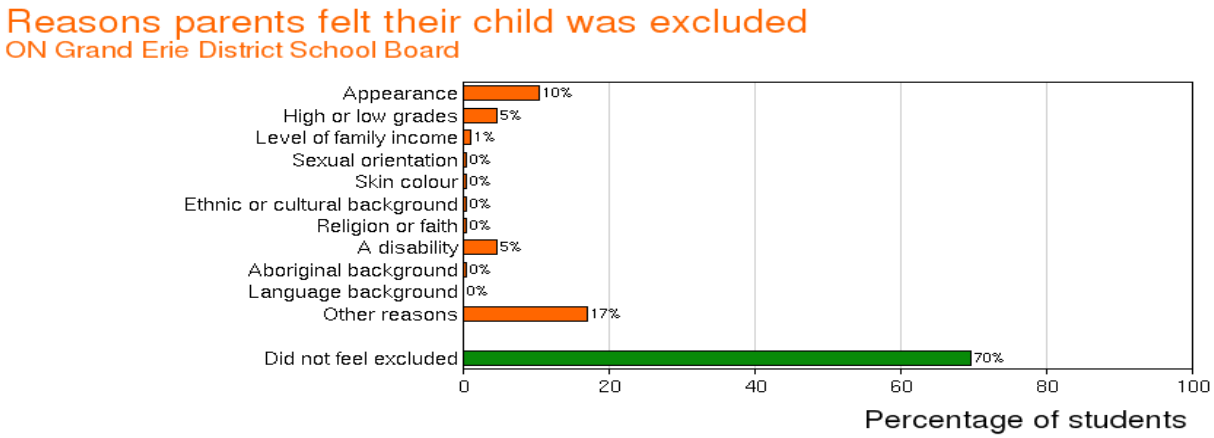


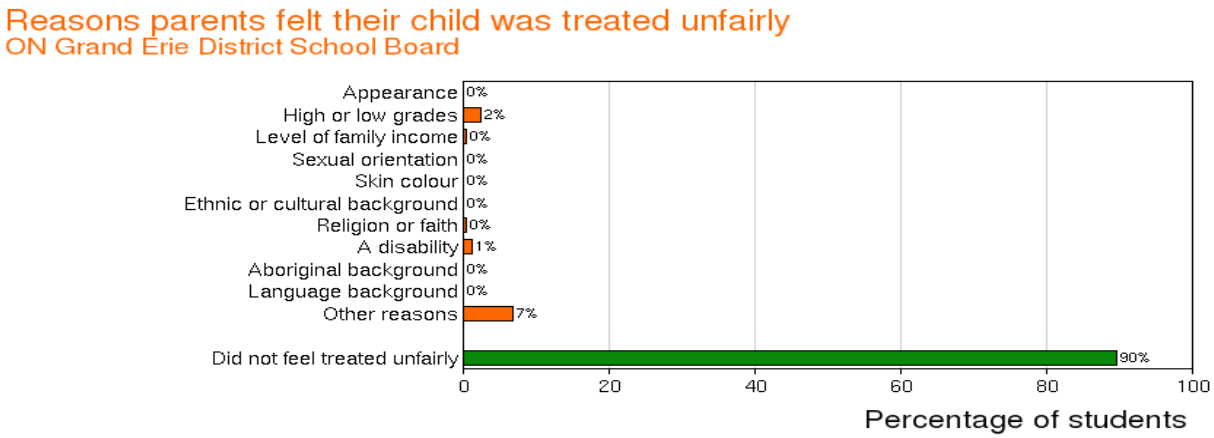
Parent Survey Report

OurSCHOOL Parent Survey Results for ON Grand Erie District School Board (Respondents = 232 between 30 May. 2017 and 30 Jun. 2017)

Parents who felt their child was excluded at ON Grand Erie District School Board

Many students feel excluded by their peers or treated unfairly by school staff because of their ethnic or cultural background, gender, social class, sexual orientation, religion, disability, or other perceived categorical boundaries. The two charts below show the percentage of parents who felt that their child was excluded by other students or felt they were treated unfairly by school staff for various reasons.





For further information please contact info@thelearningbar.com

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **Elgin Avenue Public School Consolidation Temporary Accommodation Strategy**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Senior Administration Recommendation for the Elgin Avenue Public School Consolidation.

Background:

The final report on the South East Norfolk Accommodation Review was presented at the committee of the whole board meeting September 12, 2016. An addendum containing additional information was presented at the committee of the whole board meeting October 17, 2016.

At the October 24, 2016 board meeting, the Board approved that Elgin Avenue Public School was to be redeveloped to include additional classroom space and West Lynn Public School would be closed and become surplus pending capital approval. In order to redevelop Elgin Avenue Public School, a temporary accommodation strategy would need to be implemented to manage the students from Elgin Avenue Public School for the 2018-2019 school year.

On September 18, 2017 the Board received a letter from Norfolk County approving the use of Lynndale Park for overflow for the 2018-2019 school year.

In late September, Board staff met with planning staff from Norfolk County and received a verbal agreement to proceed with any of the four options listed below. All four options have minimal restrictions, with some consideration required for transportation, traffic and quantity of washrooms.

Furthermore, the Board, after consultation with the Special Education Advisory Committee, has determined that the special education classes at Elgin Avenue Public School will be relocated to available special education program space at Bloomsburg Public School while the current enrichment program will be relocated to Teeterville Public School.

Option 1: Place Ten (10) Portables at Lynndale Heights

- Accommodate all remaining students (approximately 236 as of September 29, 2017 count) into 10 classes at the Lynndale Heights site. 10 portables would be required at an annual cost of $515,100.
- The vast majority of Elgin students would need to be transported to Lynndale Heights. This can be accomplished by 2 buses (which each would complete two runs); however, supervision would need to be extended to 30 minutes (currently 15 minutes) to accommodate the double loops. Total estimated cost for the two-bus solution is $70,000. A key assumption is that a supervision window of 30 minute would be present on both ends of the Lynndale Heights day. Without the supervision, transportation costs would double to approximately $140,000.

Option 2: **Place Grade 7 & 8 at Simcoe Composite School; Place Eight (8) Portables at Lynndale**

- Accommodate the two Grade 7- Grade 8 classes at Simcoe Composite School and the remaining eight JK-Grade 6 classes at Lynndale Heights. 8 portables would be required at an annual cost of $412,800.
- Total estimated cost for the three-bus solution is $105,000. A key assumption is that a supervision window of 30 minute would be present on both ends of the Lynndale Heights day. Without the supervision, transportation costs would increase to approximately $175,000. Student Transportation Services of Brant Haldimand Norfolk (STSBHN) indicated this option is not as desirable an option citing unloading space restrictions at Simcoe Composite and the separation of siblings.

Option 3: **Place Grade 7 & 8 at Simcoe Composite School; Distribute Eight (8) Portables between Lynndale Heights and West Lynn**

- Accommodate the two Grade 7- Grade 8 classes at Simcoe Composite School and distribute the remaining eight JK-Gr 6 classes between Lynndale Heights and West Lynn. 8 portables would be required at an annual cost of $412,800.
- Total estimated cost for the three-bus solution is $105,000. A key assumption is that a supervision window of 30 minute would be required at Lynndale Heights in the morning and 30-minute window of supervision at West Lynn in the afternoon (this may be adjusted depending on the cohorts sent to each location). Without the supervision, transportation costs would double to approximately $175,000. Again, STSBHN indicated this isn't as desirable an option citing unloading space restrictions at Simcoe Composite and the separation of siblings.

Option 4: **Distribute Ten (10) Portables between Lynndale Heights and West Lynn**

- Accommodate all remaining students (approximately 236 as of September 29, 2017 count) at 10 classes between Lynndale Heights and West Lynn. 10 portables would be required at an annual cost of $515,100.
- Total estimated cost for the two-bus solution is $70,000. A key assumption is that a total supervision window of 30 minutes in the morning at Lynndale Heights and 30-minute window of supervision at West Lynn in the afternoon. Without the supervision, transportation costs would double to approximately $140,000.

Note: In all options discussed above, the Board will consider leasing the portables with an option to buy them out at end of project. This could be a cost-effective way of replacing some of the aging portables in the system. The Board will also consult with the Ministry regarding the temporary accommodation costs and will seek funding support through the Temporary Accommodation Grant.

Senior Administration recommends Option 1: Placing Ten (10) Portables at Lynndale Heights due to the following reasons:

- Keeps families and the school community together
- The preferential option for transportation
- Lynndale Park has been approved for use by students

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **Elgin Avenue Public School Consolidation Project**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the striking of a project team for the Elgin Avenue Public School Consolidation Project.

Background:

The final report on the South East Norfolk Accommodation Review was presented at the committee of the whole board meeting September 12, 2016. An addendum containing additional information was presented at the committee of the whole board meeting October 17, 2016. At the October 24, 2016 board meeting, the Board approved that Elgin Avenue Public School was to be redeveloped to include additional classroom space and West Lynn Public School would be closed and become surplus pending capital approval.

Based on Ministry Funding, the Board has a total capital allocation of $6,180,145 to spend on this project.

Funding Allocation					
Project	**Capital Priorities**	**Full Day Kindergarten**	**Child Care**	**Child & Family Program**	**Total**
Elgin Ave Consolidation	$3,558,461	$524,337	$1,573,010	$524,337	$6,180,145

Additional Information

The general scope of the project is a 98 pupil place addition to Elgin Avenue Public School with three (3) child care rooms and a child and family program room to support the consolidation of West Lynn Public School.

Board Policy FT1-Major Construction Projects calls for a project team to be established to assist with and guide the planning process for the project. Senior Administration respectfully requests that the Board approve the striking of the project team as set out in the policy.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **F5 – Advocacy**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Policy F5 Advocacy to all appropriate stakeholders for comment to be received by January 12, 2018.

Background

Policy F5 Advocacy was approved by the Board in September 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

Present Wording	*Proposed Wording*
<u>Accountability</u> 2. Severity Threshold – As needed	<u>Accountability</u> 2. ~~Severity Threshold – As needed~~

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

POLICY F5

Advocacy

Board Received: September 29, 2014 **Review Date:** October 2017

Policy Statement

The Grand Erie District School Board is committed to building effective relationships with government.

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – Relationships with government officials enhanced
   – Board's position will be communicated

Procedures:

The key objective of the GEDSB's advocacy is to develop effective two-way communications with the Government of Ontario to support the Board's mission to engage, support and inspire all learners to achieve and succeed.

As an advocate for its students and community, the Board follows the following guidelines:

- Focus on ongoing communication between school boards, education partners and government through established mechanisms and channels. Communication will not be based on personal or partisan agendas.

- Maximize resources for student success and achievement.

Where consulting or other related services are required to affect advocacy initiatives of the Board, such services are subject to the Board's Purchasing Policy F6.

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR2 Consideration of Employee Concerns**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy HR2 Consideration of Employee Concerns** to all appropriate stakeholders for comment to be received by January 12, 2018.

Background

Policy HR2 Consideration of Employee Concerns was approved by the Board in September 29, 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

Present Wording	*Proposed Wording*
Accountability 2. Severity Threshold – As needed	Accountability 2. ~~Severity Threshold – As needed~~

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education

POLICY HR2

Consideration of Employee Concerns

Board Received: September 29, 2014 **Review Date:** October 2017

Policy Statement:

The Grand Erie District School Board recognizes that every employee or group of employees has the right to approach the Board with the object of discussing, without prejudice, concerns regarding their employment.

Notwithstanding the foregoing, an employee or group of employees who are members of a bargaining unit shall have concerns related to their collective agreement handled pursuant to the collective agreement (ie. Grievance/arbitration process or negotiations).

Accountability

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – Enhanced access to the Board by Employees
   – Clear communication of Board decisions

Procedures

Briefs or presentations (not related to collective bargaining issues) by employees or employee groups may be presented to the Board or a Committee of the Board, subject to the guidelines provided below.

1. Concerns shall first be pursued through the appropriate communication routes. The initial step would be to pursue the matter through their principal/supervisor.

2. If the matter is unresolved at this stage it should be submitted to the appropriate superintendent. If the superintendent is the employee's immediate supervisor, the matter is referred to the director.

3. If the matter under consideration has not been resolved to the satisfaction of the employee or group of employees within six (6) weeks, they may request an opportunity to present the matter to the Board. The employee or group of employees will make such request(s) through the Director of Education to the Board Chair. At that point, the Board may deal with it or it may appoint an "ad hoc" committee for that purpose.

4. If the concern is presented to the Board, it will be in the form of a delegation. All procedures and protocols related to a delegation are outlined in Board By-Law 11 (Delegations) or Board By-Law 18 (Personnel Matters to be Considered In-Camera).

5. The final decision of the Board will be communicated to the employee or group of employees by the Director of Education or designate.

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **F2 – Budget Development Process**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Policy 2 – Budget Development Process.

Background

F2 – Budget Development Process was circulated to all appropriate stakeholders for comments to be received by May 5, 2017.

This was further extended to include recommendations from the Internal Audit Committee regarding the budget development process.

Draft revisions have been made for Trustee consideration and changes are summarized below.

Original Wording	Revised Wording
<u>Procedures</u> 2. The Superintendent of Business shall submit preliminary elementary and secondary enrolment projections to the Ministry (January).	<u>Procedures</u> 2. The Superintendent of Business shall submit preliminary elementary and secondary enrolment projections to the Ministry that will include trend analysis and historical comparators (January).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections.	5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions
6. Executive Council shall develop a "pro forma" budget for Board consideration by May of each year. The "pro forma" budget shall also include a "5-year" enrolment forecast.	6. Executive Council shall develop a "pro forma" budget for Board consideration by May of each year. Budget modifications made to original submissions will be formally documented. The "pro forma" budget shall also include a "5-year" enrolment forecast.

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

POLICY F2

Budget Development Process

Board Received: _____ Review Date: _____

Policy Statement:
The Grand Erie District School Board shall allocate its resources to reflect the board's multi-year plan in an effective and efficient manner through the application of an annual budget development process.

Accountability:
1. Frequency of Reports – As needed
2. Criteria for Success – Budget approval complies with Ministry Regulations
   – Budget addresses Multi-Year Plan components as ratified by the Board
   – Audited statement is balanced

Procedures:
1. The Board's approved Multi-Year Plan, the Board Improvement Plan and the annual operating plans will inform the budget development process.

2. The Superintendent of Business shall submit preliminary elementary and secondary enrolment projections to the Ministry that will include trend analysis and historical comparators (January).

3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).

4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall confirm elementary and secondary enrolment projections with Principals (March).

5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.

6. Executive Council shall develop a "pro forma" budget for Board consideration by May of each year. Budget modifications made to original submissions will be formally documented. The "pro forma" budget shall also include a "5-year" enrolment forecast.

7. The Board shall review/modify the "pro forma" budget over several public meetings (May/June).

8. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.

9. The approved budget shall be posted on the Board's website.

10. The Superintendent of Business shall provide quarterly reports to the Board on the status of the current budget as follows; in January for the first quarter; in April for the second quarter; in August for the third quarter; in November for the full year.

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **F102 – Purchasing Card Program**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure F102 Purchasing Card Program to all appropriate stakeholders for comment to be received by January 12, 2018.

Background

Procedure F102 Purchasing Card Program was approved by the Board in September 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

Present Wording	*Proposed Wording*
<u>Accountability</u> 2. Severity Threshold – As needed	<u>Accountability</u> 2. ~~Severity Threshold – As needed~~
<u>Procedures</u> 2.c Purchasing cards will be set with a standard commodity blocking that prohibits use for all modes of travel, hotel reservation, cash advance and at LCBO/Beer Stores.	<u>Procedures</u> 2.c Purchasing cards will be set with a standard commodity blocking that prohibits use for cash advances and at LCBO/Beer Stores.
2.c i Commodity blocking for modes of travel and hotel reservation may be removed for trustees, the director of education, superintendents and other staff as approved by the Superintendent of Business. Commodity Blocks will not be removed for cash advances and LCBO/Beer Stores under any circumstances.	2.c i ~~Commodity blocking for modes of travel and hotel reservation may be removed for trustees, the director of education, superintendents and other staff as approved by the Superintendent of Business.~~ Commodity Blocks will not be removed for cash advances and LCBO/Beer Stores under any circumstances.
2.d Requests for a temporary increase of spending limits or removal of either of these two commodity blocks for other	2.d Requests for a temporary increase of spending limits for cardholders must be completed by the respective Supervisor

cardholders must be completed by the respective Supervisor and approved by the Superintendent of Business or designate, using the appropriate form (Purchasing Card Manual, page 10, Schedule D.)	and approved by the Superintendent of Business or designate, using the appropriate form (Purchasing Card Manual, page 10, Schedule D.)
2.e x Pay recurring expenditures such as internet charges or magazine subscriptions	2.e x Pay recurring expenditures such as internet charges, magazine subscriptions or other recurring charges.
4.c Cardholders are required to collect and submit detailed receipts for all transactions to their principal/supervisor.	4.c Cardholders are required to collect and submit detailed receipts for all transactions to their principal/supervisor by the required cut-off date as established by Business Services. Failure to comply may result in the suspension of the card.
5.a Principal/Supervisor will review, authorize and submit cardholder monthly activity reports and receipts to Purchasing Services in a timely fashion to ensure approved procedures and account codes are used.	5.a Principal/Supervisor will review, authorize and submit cardholder monthly activity reports and receipts to Business Services by the established due dates to ensure approved procedures and account codes are used.

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

PROCEDURE **F102**

Purchasing Card Program

Board Received: September 29, 2014 **Review Date:** October 2017

Purpose

The purpose of purchasing card use is to build efficiency by simplifying the receipt and payment of lower dollar value purchases and to ensure that cardholders and their supervisors are aware of their responsibility in exercising due care and judgment when using purchasing cards.

Accountability:

1. Frequency of Reports – As needed
~~2. Severity Threshold – As needed (eg. Changes in Ministry guidelines)~~
3. Criteria for Success – Communicate procedures to all cardholders
   – Timely reporting of transactions
   – Cardholder responsibility monitored

Procedures:

1. **Introduction**

   a) The purchasing and business departments will be responsible for the administration of the purchasing card.

   b) Purchasing Card User Manual will be posted on the Staff portal.

2. **Purchasing Card Program Standards**

   a) Each purchasing card will have a single transaction and monthly accumulated spending limit.

   b) Spending limits will be set according to level of authority and nature of cardholder responsibility.

   c) Purchasing cards will be set with a standard commodity blocking that prohibits use for ~~all modes of travel, hotel reservation,~~ cash advances and at LCBO/Beer Stores.

      i. ~~Commodity blocking for modes of travel and hotel reservation may be removed for trustees, the director of education, superintendents and other staff as approved by the Superintendent of Business.~~ Commodity Blocks will not be removed for cash advances and LCBO/Beer Stores under any circumstances.

   d) Requests for a temporary increase of spending limits ~~or removal of either of these two commodity blocks for other~~ for cardholders must be completed by the respective Supervisor and approved by the Superintendent of Business or designate, using the appropriate form (Purchasing Card Manual, page 10, Schedule D.)

e) All cardholder purchase transactions must comply with Purchasing Policy F6 and Procedure F107. Cardholders may not use their purchasing card to:
   i. Bypass an existing tendered contract or existing purchasing procedure
   ii. Purchase furniture or capital equipment
   iii. Split purchases into two (2) or more transactions to bypass approved limits
   iv. Make personal purchases
   v. Permit another staff person to use their card
   vi. Purchase gift certificates
   vii. Place an order for a cellular phone or PDA
   viii. Purchase software without prior clearance from ITS (Information Technology Services)
   ix. Purchase alcoholic beverages (Board policy prohibits reimbursement for alcoholic purchases)
   x. Pay recurring expenditures such as internet charges ~~or~~ ,magazine subscriptions or other recurring charges.

3. Responsibility of the Card Administrator

a) The Card Administrator (as designated by the Manager of Business Services) will issue a purchasing card to those employees who have:

- Been approved by their school administrator and/or service area manager/supervisor
- Completed the required documentation
- Received training and instruction on purchasing card policies and procedures.

b) The Card Administrator will work with Business Services to monitor card usage to ensure transactions comply with approved purchasing procedures.

c) The Card Administrator will maintain a master list of all purchasing cards noting the name of cardholder and spending limits and corresponding Employee Acknowledgement Form.

4. Responsibility of Cardholder

a) Cardholders will be held liable for any misuse of their card, or willful disregard of purchasing card policy or procedures.

b) Cardholders may only use their card for expenses incurred in relation to their duties and responsibilities.

c) Cardholders are required to collect and submit detailed receipts for all transactions to their principal/supervisor by the required cut-off date as established by Business Services. Failure to comply may result in the suspension of the card.

d) Hospitality expense claims must follow all procedures in F101. The expenditures must be accompanied with names of individuals entertained and their role. Purpose of the hospitality is to be clearly stated on the receipt.

5. Monitoring Card Usage

a) Principal/Supervisor will review, authorize and submit cardholder monthly activity reports and receipts to ~~Purchasing~~ Business Services ~~in a timely fashion~~ by the established timelines to ensure approved procedures and account codes are used.

b) Business Services will review cardholder statements and conduct monthly audits of at least 10% of cardholder accounts to ensure compliance with purchasing procedures.

c) Cardholder and Principal/Supervisor will be advised in writing of card misuse and required corrective action. Cardholder privileges may be suspended or cancelled at the discretion of the Superintendent of Business or designate in the event of any misuse of the purchasing card or non-compliance with this administrative procedure.

d) Business Services will provide up to date lists semi-annually to Principals/Supervisors of all current card holders.

e) Principal/Supervisor will obtain the purchasing card and inform the Card Administrator when a cardholder leaves the employment of the Board or through internal transfer no longer has spending authority, and the Card Administrator will then cancel the card or make the necessary updates.

f) Business Services will review all cards issued annually prior to the start of each school year to determine that cards-in circulation are still required.

Related Resources:
F6 – Purchasing
F107 - Purchasing

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **F103 – Travel and Expense Claims**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure F103 Travel and Expense Claims to all appropriate stakeholders for comment to be received by January 12, 2018.

Background

Procedure F103 Travel and Expense Claims was approved by the Board in September 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

Present Wording	*Proposed Wording*
Accountability 2. Severity Threshold – As needed	Accountability 2. ~~Severity Threshold – As needed~~
Procedures 1.1.iii The Board will, however, pay for any incremental mileage incurred in conducting business as part of the employee's home-to-work travel.	Procedures 1.1.iii The Board will, however, pay for any incremental mileage incurred in conducting business ~~as part~~ outside of the employee's home-to-work travel.
1.1.vii Travel expense is allowable for required travel between sites only when the employee's assigned position comprises more than one location	1.1.vii Travel expense is allowable for required travel between sites only when the employee's assigned position comprises ~~more than~~ one location
1.2.i.f Taxi receipts;	1.2.i.f Taxi and /or Uber receipts
1.2.i.j Other business expenses (i.e. fax, internet).	1.2.i.j Other business expenses (i.e. fax, internet, 407 ETR).
1.3.i All claims for approved expenses should be made on the Travel Expense Claim Form or Conference Expense Claim Form which are available electronically or at the board office.	1.3.i All claims for approved expenses should be made on the Travel Expense Claim Form or Conference Expense Claim Form which are available ~~electronically or at the board office.~~ on the staff portal.

	1.3.iii Mileage claims between board locations must align with the GEDSB mileage grid found on the staff portal. Claims for travel outside board locations must include a Google map (shortest distance).
1.3.iii	1.3.iv
1.3.iv Expense claims should be submitted at least quarterly and no more frequently than monthly. Claims should not span more than one school year. Claims must be submitted by September 30 for all expenses incurred up to August 31st each year.	1.3.v Expense claims should be submitted at least quarterly and no more frequently than monthly. Claims should not span more than one school year. Claims must be submitted by the due date as outlined in the year-end instructions September 30 for all expenses incurred up to August 31st each year. Due to CRA guideline, mileage claims must not span two calendar years.
1.3.v	1.3.vi
1.3.vi	1.3.vii
1.3.vii	1.3.viii
	1.3.ix Travel and Expense Claims can now be submitted electronically via email to reimbursements@granderie.ca – all receipts and necessary documentation must be attached with submission.

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

PROCEDURE **F103**

Travel and Expense Claims

Board Received: September 29, 2014 **Review Date:** October 2017

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (e.g. When guidelines not followed)~~
3. Criteria for Success – All travel and expense claims are compliant with this procedure.

Principle:

Expenditures for travel and expenses must be reasonable and transparent with appropriate accountability and reporting mechanisms based on system-wide policies.

This administrative procedure establishes criteria and procedures for the reimbursement of expenses incurred by all staff members while performing duties on behalf of the Board. The expenses should be necessary and reasonable. Where specified, prior approval of a supervisor or the Board is required before the expense is incurred if it is to be eligible for reimbursement. The Grand Erie District School Board assumes no obligation to reimburse expenses that are not in compliance with this procedure.

Administrative Procedures:

1. The board will reimburse employees for expenditures submitted on the Travel Expense Claim Form subject to the following parameters:

   1.1. Allowance for Use of Personal Automobile

   i. Individuals will be reimbursed for the use of their personal automobile at the rate approved by the board provided:
      a) It is the most convenient method of travel;
      b) The travel is for authorized board business;
      c) The individual carries a minimum of $1M public liability and property damage insurance coverage;
      d) Whenever possible, two or more individuals traveling to the same destination use one vehicle.

   ii. The allowance paid for the use of a personal automobile is deemed to cover all costs of operation including insurance, depreciation, gas, oil, repairs etc.

   iii. The cost of travel from home to the worksite is considered to be personal use and is not reimbursed by the Board. This includes work at night or weekends. The Board will, however, pay for any incremental mileage incurred in conducting business ~~as part~~ outside of the employee's home-to-work travel.

   iv. The site that each permanent employee regularly reports to is that employee's primary location.

v. When an employee is required to report for work (except for system professional development) at a location other than their primary location, travel expense is eligible for mileage in excess of the distance from the employee's home to their primary location.

vi. When an employee is returning home at the end of the day from a location other than their primary location, travel expense is eligible for mileage in excess of the distance from the employee's primary location to their home.

vii. Travel expense is allowable for required travel between sites only when the employee's assigned position comprises ~~more than~~ one location. Travel expense is not allowable for travel between sites when an employee applies for and obtains more than one part-time position in different locations.

viii. The approval of the supervisor is required before claims will be processed.

ix. Electronic versions of the travel expense claim form are acceptable provided that they originate from the person responsible for authorizing the claim. Photocopies and faxes are not acceptable and will be returned.

x. Travel for system professional development activities or for elective attendance at Board-sponsored training workshops is not covered.

xi. Travel for clerical staff to the post office, bank etc. and travel for teachers to support school teams and field studies is to be charged to school budget accounts.

xii. Travel to conferences and workshops is to be charged to professional development budgets. Conference expense claim forms should be used to report this travel.

xiii. Travel claims will not be processed in advance.

xiv. Custodial project crew will be reimbursed for travel expense between the first site visited each day and their primary support centre that is in excess of 20 kilometers; plus, travel expense between the last site visited each day and their primary support centre that is in excess of 20 kilometers; plus, all travel required between sites.

1.2. **Other Expenses Incurred on Board Business** (i.e. Professional Development or Conferences)

i. These claims include but are not limited to, actual out-of-pocket expenses for:
   a) Courses, conferences or workshop charges;
   b) Hotel room charges for accommodation in a standard room – no additional reimbursement will be made for suites, executive floors or concierge;
   c) Meals, if not included in registration;
   d) Tips and gratuities;
   e) Business telephone calls;
   f) Taxi and/or Uber receipts;
   g) Supervisor approved car rental when a car rental is more economical than the use of a personal vehicle and related mileage;
   h) Public transportation at the lowest fare practicable;
   i) Necessary parking fees; and

j) Other business expenses (i.e. fax, internet, 407 ETR).

ii. The following will not be reimbursed:
a) Recreational costs (i.e. video rentals, mini-bar charges, fitness facility charges);
b) Movies;
c) Alcoholic drinks;
d) Charges incurred by a spouse;
e) Parking or traffic tickets; and
f) Auto expenses (reimbursed by per kilometer charge).

iii. Meals
a) Reasonable and appropriate actual meal expenses will be reimbursed if the expenditure is incurred when the employee is on board business.
b) Reimbursement for meals (plus exchange rate) is subject to the following limits;
- For Breakfast - $10.00
- For Lunch - $17.00
- For Dinner -$28.00
- Total for one day not to exceed $55.00

c) For a full day of meal claims (breakfast, lunch and dinner), individuals have the discretion to allocate the daily total among the meals.
d) Reimbursement of meal costs must not include reimbursement for any alcoholic beverages.

1.3. **Reporting**

i. All claims for approved expenses should be made on the Travel Expense Claim Form or Conference Expense Claim Form which are available ~~electronically or at the board office~~ on the staff portal.
ii. When submitting a statement of expense, the purpose of the trip must be stated in the space provided.
iii. Mileage claims between board locations must align with the GEDSB mileage grid found on the staff portal. Claims for travel outside board locations must include a Google map (shortest distance).
iv. Claimants must sign the form and attach all original receipts showing the detail of the expense. Photocopies of receipts or credit/debit card slips are not acceptable as they do not provide sufficient detail to authorize payment or meet audit requirements.
v. Expense claims should be submitted at least quarterly and no more frequently than monthly. Claims should not span more than one school year. Claims must be submitted by the due-date as outlined in the year-end instructions September 30 for all expenses incurred up to August 31st each year. Due to CRA guideline, mileage claims must not span two calendar years.
vi. Expense forms will be reviewed and authorized by the principal (for school staff members) or supervisor prior to their submission to Business Services for processing. Expense forms for the Director will be reviewed and authorized by the Chair of the Board.
vii. The principal or supervisor authorizing the claim is providing their approval as the person knowledgeable about the activity and the one who acknowledges that the expenditure complies with this administrative procedure.
viii. Final approval will be that of Business Services (Superintendent of Business, Manager of Business Services or designate). This approval is the final check that the claim complies with this administrative procedure. Payment will be processed only after this final checking has been done.

ix. Travel and Expense Claims can now be submitted electronically via email to reimbursements@granderie.ca – all receipts and necessary documentation must be attached with submission.

1.4. All amounts reimbursed are subject to the budget restrictions set annually by the board.

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Rafal Wyszynski, Superintendent of Business and Treasurer

RE: **FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment to all appropriate stakeholders for comment to be received by January 12, 2018.

Background

Procedure FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment was approved by the Board in September, 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

Present Wording	*Proposed Wording*
<u>Accountability</u> 2. Severity Threshold – As needed	<u>Accountability</u> 2. ~~Severity Threshold – As needed~~

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

PROCEDURE **FT112**

Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment

Board Received: September 29, 2014 **Review Date:** October 2017

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success
   - Surplus Furnishings and Equipment are redirected and/or disposed of in a timely fashion
   - Reduced storage of obsolete furnishings and equipment in vacant schools
   - Reduction of human and other resources to sort, move and store surplus furnishings and equipment

Procedures:

The Grand Erie District School Board will do its utmost to provide quality furnishings and equipment to schools. To achieve this, consideration to the value of any surplus item will be given, followed by striking a balance between the time and effort required to sell something, the control of the goods during the process and the eventual revenue that may be realized. When furnishings and/or equipment are no longer useable or obsolete, the Board will consider environmentally-friendly practices to dispose of the items.

1. SCHOOL/SITE CLOSURE

   a) The Transition Team including affected administrators, staff and supervisors shall identify furniture and equipment which may be required by relocated students and staff. Retrieval or delivery of these goods must be arranged through central services staff within six (6) weeks following the facility closure.

   b) Items not required by relocated students and staff will be displayed by central services staff at the closed facility for a specified time period not to exceed 48 hours to permit administrators and staff from other facilities an opportunity to select and tag items on a "first come-first served" basis. Notice of the available furniture and/or equipment will be provided to all school administrators by email at least seven days prior to the period for viewing.

   c) All selected items will be assessed by central services staff from Facility Services, ITS Services and Purchasing Services to ensure compatibility with building systems, regulations and site or facility restrictions before they are released or delivered. Items which cannot be modified to meet compatibility standards will not be moved or permitted in the new location.

   d) Pictures and descriptions of all available items will be placed on the internal staff portal by the Transition Team for interested schools to view and request.

   e) Flags will be properly removed/disposed of according to Federal regulations.

f) Commemorative material will be placed at the facility of the relocated students and staff whenever appropriate. Material which has historical significance will be stored in the Board's archives for safekeeping or delivered to the appropriate agency.

g) Furnishings and equipment not identified in the above steps for student/staff use or archival storage will be disposed of by central services staff using one of the methods listed in Item 3.

2. UPGRADED FURNISHINGS OR EQUIPMENT

a) Surplus equipment arising from a school's purchase of upgraded items will be disposed of by central services staff who will work with school or support staff to make the following determinations:
   1. the item's value
   2. appropriateness for continued use of the surplus item at another location within system
   3. appropriateness for sale of the surplus item to public or use as a 'trade in' to suppliers
   4. appropriateness for disposal of the surplus item

b) Where one or more of the board schools wish to obtain a surplus item of another school, each interested school will be required to make their interest known and the principals involved will work out where the surplus items will go. Should the school principals not be able to reach consensus on the distribution, the superintendent for the family of schools will make the final determination.

c) Where items are sold to an external purchaser, proceeds from the sale of surplus equipment, less an administrative fee of $25.00 will be deposited to the selling school's general account. Where the surplus items result from a school closure, the proceeds will be directed to the consolidated school(s) in proportion to the students transferred.

d) Pictures and descriptions of all available items will be placed on the internal staff portal by the central services or school for interested schools to view and request

e) Receiving schools will be required to pay for the cost of private movers on items that are too heavy or bulky for facility staff to move and may sustain the costs of upgrades to their facility to accommodate the item, e.g., electrical, plumbing, etc.

f) External purchasers are responsible for obtaining independent qualified professional advice or services, e.g., electrical, plumbing, etc.

g) External purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied

h) All furnishings and equipment declared surplus to any school must go through this process

3. SURPLUS ITEMS NOT REQUIRED BY SYSTEM

a) Items with capital value or general usefulness
   a. Online Auctions managed by GEDSB or a third party as available:
      i. External purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied.

ii. Board approved auctioneer online site (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)

b) Community Open House where items will be offered for little or no cost (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)

c) Salvage operator will be contracted to dispose of any leftover items.

4. DISPOSAL OF E-WASTE

a) Collection of e-waste will be centrally managed through Facility Services' Work Order System. Schools with damaged or obsolete electronic waste should complete a work order to have it picked up and brought to Facility Services for recycling/disposal.
b) Electronic waste includes but is not limited to: printers, computer towers, monitors, computer accessories (i.e. keyboards, mouse) projectors, laptops, cameras, televisions, stereo equipment, VCRs/DVD players, etc.
c) Appliances not accepted within this program.

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Bylaw 25 – Director's Performance Appraisal**

DATE: October 16, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Bylaw 25 – Director's Performance Appraisal.

Background

Bylaw 25 – Director's Performance Appraisal was received in November 2016. Following the August 28, 2017 Board Meeting it was decided that further revisions to Appendix B of the Bylaw were necessary to bring clarity to various components.

The current Director's Review Committee met on September 11, 2017 to make revisions.

Draft revisions have been made for Trustee consideration and a revised Bylaw 25 is attached.

Communication

Bylaw 25 will be distribution in accordance with Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

BYLAW BL25

Director's Performance Appraisal

Board Received: November 28, 2016 **Review Date:** December 2020

Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

1) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
2) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
3) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
    a) Board Improvement Plan for Student Achievement
    b) The System Annual Operating Plans
    c) The Director's Goal Package and Annual Learning Plan (Appendix A)
    d) Trustees' Performance Appraisal Survey
    e) System Performance Appraisal Survey
    f) System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
    g) Other criteria as determined by the Board
4) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
    a) A broadly shared mission, vision and goals
    b) A coherent instructional guidance system
    c) Deliberate and consistent use of multiple sources of evidence to inform decisions
    d) Learning-oriented organizational improvement processes
    e) Job-embedded professional learning for all members of the organization
    f) Budgets, structures, time and personnel policies and procedures aligned with the district's mission, vision and goals
    g) A comprehensive approach to leadership development
    h) Productive working relationships with staff and stakeholders
5) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
    a) Problem-Solving Expertise
    b) Knowledge about school and classroom conditions with direct effects on student learning
    c) Systems Thinking

d) The ability to: perceive emotions; manage emotions; act in emotionally appropriate ways
e) Optimism
f) Self-efficacy
g) Resilience
h) Proactivity

6) The Executive Assistant to the Board of Trustees will distribute the surveys in accordance with the attached timelines (Appendix B), collect and collate all responses. The Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

Procedure

a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix B.
b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix B, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

Appendix A

Annual Learning Plan (Insert Year)
Performance Appraisal Tracking

Goals	Strategies	Timelines	Measures/Evidence	Outcomes

Appendix B

Director's Performance Review Stages and Timelines

~~August and September~~

- ~~Board Improvement Plan for Student Achievement and Annual Operating Plans for the next school year are presented to the Board.~~

August

- In private session, with just Trustees and the Director present, the Director presents his/her goals ~~and Annual Learning Plan~~ for the next school year to the Board of Trustees for approval.

September

- Annual Operating Plans for the next school year are presented to the Board.

October

- Director meets with the Performance Appraisal Committee to present Annual Learning Plans for the Director's Goals approved at the August Board Meeting and to review system level data and to present a response to the data including plans for improvement and plans to address gaps in for the current school year.
- Grand Erie's Achievement Plan – Success for Every Student is presented to the Board.

February

- Director and the Performance Appraisal Committee meet for a mid-year performance appraisal.

This meeting will include the following:

- Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
- Review of the status of the Annual Operating Plans and Board Improvement Plan for Student Achievement – on track, challenges, barriers to progress, next steps
- Sharing of any available system level data
- An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, FNMI
- Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

April

- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to the Trustees annually.
- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to superintendents, school administrators and managers on an every other year basis.

May

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:
  1. Director to provide evidence related to the approved assessment criteria
  2. The appraisal surveys

May or June

- Director's Performance Appraisal Committee presents a written performance appraisal and the appraisal surveys in a report to the Board. The Director will leave the room during which time the Chair of the Board will lead a discussion on the report and Trustees can ask questions of the Director's Performance Appraisal Committee.

- The Board reports in public that the Director's performance appraisal has been completed.

OPSBA Report October 16, 2017

Trustees received the OPSBA Connects update on October 2
http://www.opsba.org/OPSBA%20Connects%202/Lists/Posts/Post.aspx?ID=189

OESC – Ontario Education Services Corporation – jointly owned by the 4 school boards associations, CODE (Council of Ontario Directors of Education) and COSBO (Council of Senior Business Officials) Has a new Executive Director – Ted Doherty who recently retired as Avon Maitland's Director of Education

Business Arising from AGM

Motion was passed at the AGM to strike an Ad Hoc committee of trustees to engage the Ontario Student Trustee Association 's Public Board Council in discussions regarding the potential role of student trustees in OPSBA. This committee has been named with membership from around the province.

School Boards Governance Supports questionnaire

- While this questionnaire was never sent to trustees or OPSBA, it was sent out to our Audit, SEAC, GEPIC, Indigenous Education Committee and our equity/diversity/inclusion committee.
- There are questions in five areas: trustee code of conduct, honoraria, electronic participation in board meetings, student trustee term of office and election process, and broadening the director or education qualifications
- There are a number of questions in each area
- The document was sent by Jennifer from OPSBA on September 19th
- If you would like to respond to this document, you can send it to Jennifer directly or to me and I will forward it to be included in OPSBA's response

Legislative update

Bill C-45, *Cannabis Act*

- On April 13, 2017, the Federal Government (Minister of Justice and Attorney General of Canada) introduced Bill C-45, Cannabis Act (An Act respecting cannabis and to amend the Controlled Drugs and Substances Act, the Criminal Code and other Acts). This proposed legislation will legalize and regulate cannabis across the country by July 2018. In Ontario, the Legalization of Cannabis Secretariat (LCS) has been established under the Ministry of the Attorney General and has begun to engage stakeholders on topics related to the Federal government's planned legalization (such as health regulations, youth prevention). This ministry will coordinate stakeholder feedback and introduce Ontario specific legislation.
- On September 8, 2017, OPSBA's Policy Development and Education Program Work Teams invited representatives from the Ministry of Education's Healthy Schools Branch to give an overview of what has taken place federally and what is to happen next provincially including the timing of legislation introduction and sector engagement. There will be an opportunity for OPSBA to participle in a fall consultation to discuss such issues as changes to board policies, procedures, updating curriculum (age/grade information), suspensions & expulsions, input on public awareness and youth/young adult prevention etc. Earlier in the day, the government

announced framework details including the proposed minimum wage and that the LCBO will oversee the legal retail of cannabis through standalone stores.

- I have the PowerPoint from the Sept 8 meeting if you would like a copy.

Equity Education Action Plan

On September 7, 2017, the Ministry of Education released its Equity Education Action Plan. The joint meeting of the EPWT (education program work team) and PDWT (Policy development work team) met on September 8, 2017 and dialogued with Patrick Case the Associate Deputy Minister for the Equity Secretariat. The action plan is extensive and the Ministry describes the following components of the plan:

1. "School and Classroom Practices by ensuring that they reflect and respond to the diversity of all students and staff.
2. Leadership, Governance and Human Resource Practices by ensuring that the diversity of the teachers, staff and school system leaders in Ontario schools reflect the diversity of their students, and that those education leaders are committed to equity for all learners and to upholding and promoting human rights.
3. Data Collection, Integration and Reporting by collecting and analyzing demographic data to gain a clearer understanding of who Ontario's students and staff are, which will enable our school and system leaders to more precisely address the barriers to student success through data-informed decision-making.
4. Organizational Culture Change by applying an equity, inclusion and human rights perspective to the Ministry of Education's internal organizational structures, policies, programs and practices.

The Ministry of Education will become an example of diversity, equity, and inclusion, and demonstrate our commitment to upholding and promoting human rights." The full plan can be accessed at http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf. OPSBA, through the Education Program and Program Development work teams, will be preparing a response to the plan and OPSBA staff will find ways for OPSBA to provide on-going input and to participate in the broader dialogue. OPSBA has already requested representation on any advisory committee discussing professional development being offered to trustees.

Excerpt from the Joint Policy/Program meeting with Patrick Case

Ontario's Education Equity Action Plan

Mr. Case made a number of comments regarding the Education Equity Action Plan as it refers to schools and classrooms, including:

- Children's identities should be represented in the way that teachers teach in classrooms.
- We want young people who will leave schools and be citizens who will care for and about each other.
- There are equity networks around the province – the funding to support these have now been shifted into the Equity Secretariat office.
- Parents Reaching Out (PRO) Grants will now be administered through the Secretariat. The money will be used to bring marginalized communities into school conversations and committees.

- Implementing changes to the Grade 8/9 transition will be challenging, but we are asking young people to make life choices too early. We need to shift those decision points to later in secondary school.

HR and Leadership/Governance

Mr. Case discussed school board leadership, noting some preliminary ideas, including working with CODE to create more diverse leadership. He said the secretariat will want to see equity included more often in board and school improvement plans and that guidelines for superintendent and principal performance evaluations will be amended. These will be an opportunity to connect with school and board leaders to define exactly what equity means.

- It was noted that Regulation 274 works to eliminate nepotism and cronyism but it also handcuffs principals who want to build an equitable staff.
- A model that involved Directors of Education vetting a potential pool of "ready" diverse director candidates from which boards can select was met with concern around eroding a key role of trustees.

Integrated Delivery of Rehabilitation Services

On September 1, 2017 a memo was sent to Directors of Education, school authorities, executive directors of preschool speech and language programs, children's treatment centres (CTCs), local health integration networks (LHINs) and the chairs of integrated delivery of rehabilitation services steering committees. This memo was an update on the integrated delivery of rehabilitation services, which is one of the key initiatives under Ontario's Special Needs Strategy. The memo asks the steering committees to cease their work, which was at the final proposal development stage. There will be two phases of implementation:

1. Current or existing contracts will be transitioned from the LHINs to the CTCs for students requiring speech services as well as occupational therapy, physiotherapy services in publically funding schools. If district school boards currently provide these services, they will remain in place. The Ministries of Health and Long Term Care, Education and Children and Youth Services will establish a provincial advisory group that will include clinical experts, education partners and stakeholders to provide advice on key issues related to PPM 81, Provisions of Health Support Services in School Settings, a tiered service delivery model, technology for sharing and reporting, funding and accountability measures.
2. This second phase will follow as a result of the advice received from the advisory committee and the varying states of readiness across communities and service sectors to implement integrated services.

Ministries will be working closely with the LHINs and CTCs to support a smooth transition for contract service providers

2017-18 OPSBA Priorities Action Plan from Executive Council Planning Session

In keeping with OPSBA's approved Priority-Setting Process, the Association reaffirmed the following multiyear priorities in June 2017:

- The Whole Child and Student Well-Being
- New Generation Education
- Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity

- Labour Relations
- Education Funding
- Advancing Reconciliation: First Nation, Métis and Inuit Education

Each of OPSBA's six identified priorities was discussed separately, followed by facilitated table and group discussions with an intent to create shared meaning and identify potential opportunities, stakeholders and partnerships. Council members and staff then participated in a full group discussion focused on the following questions:

- *What are we going to do to advance the Areas of Emphasis for Action? (Strategies)*
- *What indicators will help us know if we are successful?*

Respectfully Submitted

Carol Ann