



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Memorials
 - (i) Dawn Tanner J. Richardson
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Student Recognition
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) February 25, 2019 (Regular Board)
 - * (b) March 4, 2019 (Committee of the Whole)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) 2018-19 Grand Erie Student Achievement Plan: Success for Every Student Mid-Year Report L. De Vos
D. Martins
L. Thompson
B. Blancher
 - * (b) BL4 – Board and Committee of the Board Meeting Agendas
- D – 1 Director's Report**
- E – 1 Student Trustees' Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole – March 4, 2019 R. Collver
- G – 1 New Business**
- * (a) Major Construction Update R. Wyszynski
 - * (b) Contract Award - Dunnville Secondary School - Masonry R. Wyszynski
- H – 1 Other Business**
- * (a) Summary of Accounts – February 2019 R. Wyszynski
 - * (b) Joint Occupational Health & Safety Committee Minutes – February 21, 2019 R. Wyszynski
 - * (c) Native Advisory Committee Minutes (Draft) – February 19, 2019 D. Martins
 - * (d) Privacy and Information Management Committee Minutes (Draft) – February 20, 2019 D. Abbey

SUCCESS for Every Student



Regular Board Meeting

Monday, March 25, 2019
Board Room, Education Centre

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- * (e) Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – March 5, 2019
R. Wyszynski
 - * (f) Grand Erie Parent Involvement Committee Minutes (Draft) – March 7, 2019
B. Blancher

I – 1 **Correspondence**

J - 1 **Adjournment**

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

Committee of the Whole	April 8, 2019	7:15 PM	Board Room
Native Advisory Committee	April 9, 2019	9:00 AM	Brantford Collegiate Institute
Special Education Advisory Committee	April 23, 2019	6:00 PM	Board Room
Student Trustee Senate	April 25, 2019	10:30 AM	Grand River Hall, JBLC
Indigenous Education Advisory Committee	April 25, 2019	1:00 PM	Board Room
Budget Review Meeting	April 25, 2019	5:30 PM	Board Room
Chairs' Committee	April 29, 2019	5:45 PM	Norfolk Room
Board Meeting	April 29, 2019	7:15 PM	Board Room
Education Week Gala	May 2, 2019	1:00 PM	Sanderson Centre
Privacy and Information Management Committee	May 2, 2019	3:00 PM	Norfolk Room
Grand Erie Parent Involvement Committee	May 2, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Committee of the Whole	May 13, 2019	7:15 PM	Board Room
Special Education Advisory Committee	May 16, 2019	6:00 PM	Board Room
Budget Review Meeting	May 22, 2019	5:30 PM	Board Room
Safe and Inclusive School Committee	May 23, 2019	1:00 PM	Board Room
Chairs' Committee	May 27, 2019	5:45 PM	Norfolk Room
Board Meeting	May 27, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 28, 2019	9:00 AM	Brant Room

SUCCESS for Every Student

Memorial Statement

Dawn Tanner

It was with great sadness that the Hagersville Secondary School community learned of the tragic and sudden death of Dawn Tanner on March 10, 2019. A staff member since 2005, Dawn took on several roles for the school over the course of her years at HSS - science teacher, SWAC/Dual Credit Alternative Education program liaison, Learning Resource Teacher, and Department Head of Special Education. Dawn's strong leadership skills were definitely an asset to our Special Education Department and the school as a whole.

Dawn was a champion for students and touched many lives. She was well-known by students and staff alike. Her tireless efforts supported the success of many of our students, and earned her the respect of her colleagues. She will be deeply missed by all members of our school community.

In honour of her memory, we will be planting a memorial tree on our school grounds.

As we grieve her loss, we extend our condolences to her family and all of those who were impacted by her death and are struggling with this tragedy.

Respectfully submitted,

Shaun McMahon
Principal, Hagersville Secondary School



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair D. Dean, R. Collver, E. Dixon, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden, A. Hauser (Student Trustee), J. Hsiao (Student Trustee),

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees:	B. Doyle, C. Speers
Administration:	Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest
Nil

(c) In Camera Session

Moved by: D. Dean

Seconded by: S. Gibson

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:16 p.m.

(e) Memorials
Nil



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

Presented as printed. B. Blancher requested an addition as C-1-a Indigenous Student Trustee Appointment for March 1 to July 31, 2019. D. Werden requested addition as H-1-e OPSBA Report.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Agenda be approved, as amended.

Carried

(g) **In Camera Report**

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective February 26, 2019.

Carried

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Grandview Central Public School be declared surplus to the future accommodation needs in accordance with S.194(3)(a) of the Education Act.

Carried

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board approve Grandview Central Public School be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98.

Carried

(h) **Presentations**

(i) **Student Recognition Awards**

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



Sarah Coward – North Park Collegiate and Vocational School – Arts – had the opportunity last October to showcase an acrylic on canvas piece titled *The Peoples Dance* during a regional competition for emerging artists up to age 25. Sponsored by Cadillac Fairview in partnership with the Hamilton Arts Council, the jury consisted of representatives from the corporate, non-profit, and arts communities, with an overall task of determining a best-in-show winner. Sarah's work took home the highest honour in the Youth and Emerging Artists category, selected from 140 pieces submitted across Southwestern Ontario. Sarah plans to continue pursuing the artistic field, and will be submitting a portfolio this spring for consideration of advanced placement as begins her post-secondary visual arts career.

Sarah was congratulated by the Trustees and responded to questions and comments.

- (j) **Delegation**
Nil

B - 1 Approval of Minutes

- (a) **Regular Board Meeting – February 04, 2019**

Presented at printed.

R. Collver requested an update regarding the status of the meeting to be arranged with MPP Bouma and J. Tibbits, President of Conestoga College noted in the Director's Report. G. Anderson responded that the meeting has not been arranged but will contact Mr. Tibbits' and MPP Bouma's office tomorrow.

R. Collver further asked if a decision or action has been taken regarding separating the Safe and Inclusive Schools Committee? W. Baker responded that we have asked for volunteers from the Administrator group to look at exploring the possibility to separate and what it would look like.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Minutes of the Regular Board Meeting, held February 04, 2019 be approved.

Carried



(b) **Committee of the Whole Board – February 11, 2019**

Presented as printed.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Minutes of the Committee of the Whole Board Meeting, held February 11, 2019, be approved.

Carried

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

(a) **Indigenous Student Trustee Appointment for March 1 to July 31, 2019**

B. Blancher referred to the Indigenous Student Trustee Appointment for March 1 to July 31, 2019 laydown report providing background for the by-election and noting Ashley Cattrysse has been acclaimed.

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the report on the appointment of Ashley Cattrysse as the Indigenous Student Trustee from March 1 to July 31, 2019.

Carried

D - 1 **Director's Report**

Director's highlights:

- Director Blancher asked S. Sincerbox to speak to the Staff Wellness Committee Presentation and Video
 - S. Sincerbox invited to the table:
 - S. Hunniford, Health and Disability Officer
 - S. Burroughs, Vice Principal at McKinnon Park and new Chair of the Wellness Committee
 - J. Della Fortuna, Principal at Simcoe Composite and past Chair of the Wellness Committee,
 - G. Rousell, System Research Leader
 - S. Burroughs provided an overview of the presentation which contained the Wellness Committee's mission statement, challenges, data, and building the foundation by using the LifeSpeak platform and the advantages of LifeSpeak.



Regular Board Meeting

February 25, 2019
Education Centre, Board Room

- S. Hunniford provided a high-level overview of LifeSpeak which included the types of relevant material available and how it is a direct link to the Employee Assistant Program
- J. Della Fortuna provided an overview of the feedback received to date for LifeSpeak and the generated Grand Erie data since inception (Oct 17, 2018 – Feb 20, 2019) which included the top 3 categories and the top 6 trainings that have been accessed
- S. Burroughs reviewed the next steps which include: develop evaluation framework, ongoing monitoring and investigate correlations between LifeSpeak access and staff well-being.

D. Dean asked about the cost and are we able to operate within those boundaries? S. Sincerbox responded that we will need to work this through the upcoming budget process but believe there are benefits to continuing with the platform.

R. Collver commented that she would like to increase the perception of staff that their employer values them.

S. Gibson asked if LifeSpeak is connected/supported with our current EAP program? S. Hunniford responded that LifeSpeak is separate and noted we have approximately 15 different EAP providers but will take it back to the Committee and our EAP providers to determine if there can be a connection. S. Gibson asked if our EAP providers would recommend any of the videos. S. Hunniford responded that currently there are links for our employees to connect with our EAP.

- Director Blancher asked L. Thompson to provide an update with respect to the changes to Ontario Autism Program
 - L. Thompson commented that two years ago the new Ontario Autism Program was introduced which took the focus to early intervention funded by the government
 - last week the government announced changes to improve access for more families
 - Childhood Budgets starting April 1 2019 – will provide more families with access; available for children up to the age of 18 and will be subject to annual income testing, families can expect to receive their budgets within the next 18 months; amount will depend on the length of time a child will be in the program and household income
 - Expanding Ontario's five autism diagnostic hubs
 - Establishing a family focused independent intake agency
 - Supporting family through change
 - Improving accountability and oversight



- L. Thompson reviewed the impact to Grand Erie stating to date we have received calls from families considering enrolling their child in our schools since there will be less support at the community level due to a decrease in funding per family. L. Thompson further noted every case will be unique and resources will be provided accordingly

D. Werden asked is it a download of funding to school boards? L. Thompson responded we will need to provide more services without more funding.

- Director Blancher asked L. DeVos to provide Trustees with an update of French Immersion Capping
 - L. DeVos stated that for the past three years we have set caps for French Immersion and noted registration closed on February 8. L. DeVos reviewed the numbers:
 - Burford all student registrations gained access.
 - 5 schools had to have randomization and parents are currently being notified by schools if they will or will not be granted a spot.
- Pink Shirt Day – this Wednesday, February 27, 2019.

R. Collver highlighted the great communication that occurred today and asked Director Blancher to provide an update on the website issue. B. Blancher responded that the system did not crash but rather was attacked by an IP address in North York and noted there was a meeting today to discuss and identify the strategies for a way forward. R. Collver further stated that she wants to apologize to our communities for the confusion that was caused today.

Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Director's Report of February 25, 2019 as information.

Carried

E - 1 Student Trustees' Report

Student Trustee A. Hauser thanked the Board for allowing her to attend the OSTA/AECO Board Council Conference in Ottawa. A. Hauser noted she learned a lot about the Student Trustee position and stated she learned something that concerns her that other Board Student Trustees hold Student Senate meeting on a monthly basis. A. Hauser further noted that Grand Erie has little to no policy regarding Student Senates, only what is documented in Bylaw 29 and asked if the Board would consider establishing a Student Senate policy that would allow for more meetings?



B. Blancher acknowledged A. Hauser's desire to want to organize and run student senate meetings more often and further noted that in speaking with other school board Directors, some run monthly meetings electronically and she could support that direction.

R. Collver asked what would be the next step. B. Blancher responded that Bylaw 29 Student Trustees will be coming back to Board in April to include regulation changes and noted that she will connect with A. Hauser to discuss further and determine how the recommended changes can be incorporated into the bylaw.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Trustees' Report of February 25, 2019, as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – February 11, 2019

R. Collver requested Recommendation No. 2 be divided from the main report.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated February 11, 2019 as follows:

1. In Camera Report

THAT the Grand Erie District School Board approve, with regret, the resignation of Superintendent of Education, Dave Abbey, for the purpose of retirement effective August 31, 2019.

2. Elgin Avenue Public School Consolidation Report

a) THAT the Grand Erie District School Board receive the report on the Elgin Avenue Public School Consolidation as information.

b) THAT the Grand Erie District School Board direct the Chair of the Board to write to the Minister of Education and copy MPP Bouma and Barrett regarding the issues around the funding for Elgin Ave PS.



3. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of February 11, 2019 as information.

4. Draft Proposed School Year Calendar 2019-20

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report Draft Proposed School Year Calendars 2019-20.

5. Pride of Place and Community Partnership Incentive Plan Report

THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2018-19.

6. Early Literacy Intervention Report

THAT the Grand Erie District School Board receive the Early Literacy Interventions report as information.

7. Employee Assistance Program Annual Report

THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2017-18, as information.

8. FT13 Pride of Place

THAT the Grand Erie District School Board forward Policy FT13 – Pride of Place to all stakeholders for comments to be received by April 3, 2019.

9. FT14 Environmental Standards for Facility Operations and Maintenance

THAT the Grand Erie District School Board forward Policy FT14 – Environmental Standards for Facility Operations and Maintenance to all stakeholders for comments to be received by April 3, 2019.



10. HR1 Bereavements

THAT the Grand Erie District School Board forward Policy HR1 - Bereavements to all stakeholders for comments to be received by April 3, 2019.

11. HR8 Workplace Violence

THAT the Grand Erie District School Board forward Policy HR8 – Workplace Violence to all stakeholders for comments to be received by April 3, 2019.

12. SO21 School Food and Beverages

THAT the Grand Erie District School Board forward Policy SO21 – School Food and Beverages to all stakeholders for comments to be received by April 3, 2019.

13. SO29 Threat/Risk Assessment

THAT the Grand Erie District School Board forward Policy SO29 – Threat/Risk Assessment to all stakeholders for comments to be received by April 3, 2019.

14. BL38 Trustee Pregnancy and Parental Leaves

THAT the Grand Erie District School Board approve Bylaw 38 – Trustee Pregnancy and Parental Leave.

15. BL28 Trustee Code of Conduct

THAT the Grand Erie District School Board approve Bylaw 28 – Trustee Code of Conduct.

16. SO112 Appropriate Student Dress

THAT the Grand Erie District School Board forward Procedure SO112 – Appropriate Student Dress to all stakeholders for comments to be received by April 3, 2019.

17. SO118 Opening and Closing Exercises at Schools

THAT the Grand Erie District School Board forward Procedure SO118 – Opening and Closing Exercises at School to all stakeholders for comments to be received by April 3, 2019.



18. OPSBA Report

THAT the Grand Erie District School Board received the February 11, 2018 OPSBA report as information.

A vote was taken on Recommendation No. 1 and 3-18. **Carried**

R. Collver requested clarification on the Recommendation No. 2 motion and wanted clarification of what will be included in the letter to the Minister of Education regarding Elgin Ave PS? The draft letter was provided to Trustees for review.

After reviewing the letter, R. Collver stated the letter does not include context. G. Anderson provided rationalization of why the letter was written this way.

C.A. Sloat stated she was glad to see the letter was on one page as anything longer may not be read.

D. Dean noted he believes this includes the ask but understands R. Collver's statement regarding adding context.

D. Werden recommends adding an additional a sentence under section 2 "This is our preferred option/model to address the present and future student needs in the community."

G. Anderson responded that he will revise the letter to include this additional sentence and will share with Trustees prior to sending to the Minister of Education.

Vote was taken on the existing motion for Recommendation No. 2(a). **Carried**

Vote was taken for Recommendation No. 2(b) as amended. **Carried**

G - 1 New Business

(a) Workforce Report

S. Sincerbox referred to the Workforce report which is provided to Trustees three times per year – November, February and April – provides totals by employee group/position, relative to budget and includes retirement and resignation names.



Moved by: D. Dean

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2019.

Carried

H - 1 Other Business

(a) Summary of Accounts – January 2019

Presented as printed.

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2019 in the amount of \$9,790,332.16 as information.

Carried

(b) Special Education Advisory Committee Minutes – January 17, 2019

Presented as printed.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – January 17, 2019 as information.

Carried

(c) Joint Occupational Health & Safety Committee Minutes – January 17, 2019

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – January 17, 2019 as information.

Carried



(d) **Grand Erie Parent Involvement Committee Minutes (Draft) - January 10, 2019**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) - January 10, 2019 as information.

Carried

(e) **OPSBA report**

D. Werden provided a verbal update report and noted a detailed report will be coming shortly.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the OPSBA Report of February 25, 2019, as information.

Carried

I - 1 **Correspondence**

Nil

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the meeting be adjourned at 8:35 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: R. Collver – Committee Chair, G. Anderson, D. Dean, E. Dixon, B. Doyle, S. Gibson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden, A. Cattrysse (Student Trustee), A. Hauser (Student Trustee),

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees:	J. Richardson, J. Hsiao (Student Trustee)
Administration:	L. De Vos

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, R. Collver at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: D. Werden

Seconded by: S. Gibson

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

Carried

(d) Welcome to Open Session

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

B. Blancher introduced the new Indigenous Student Trustee A. Cattrysse to the table.



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

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

Presented as printed.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Agenda be approved.

Carried

(f) **In Camera Report**

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School confirm the Director's Interim Performance Appraisal has been completed.

Carried

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

Nil

C - 1 **Director's Report**

Director's highlights:

- On February 28, a Memorandum was received from the Deputy Minister – this was also received by Board Chairs and Chair Anderson shared this with all Trustees last Thursday. The Director provided an overview of the memorandum which outlined, “in recognition that school boards are now preparing for the 2019-20 school year, we are being asked to exercise prudence in making hiring decision in light of the upcoming provincial budget and recent consultation on class size and hiring practices. The government will be carefully reviewing the feedback received in the coming weeks and will continue to engage boards and labour partners on any plans and next steps. School boards are advised to defer the annual processes of filling vacancies for retirements and other leaves related to teachers and other staff until the Minister of Education provides an update to the sector on or before March 15th. In June 2018, the Ontario government implemented a hiring freeze and the Ministry is suggesting that school boards may wish to institute similar measures.” Director Blancher noted that the Senior Administration team has had one meeting regarding our staffing process which was prior to the memorandum being released and have another meeting scheduled for this Friday. Director Blancher further stated we are aware of the challenges we are likely going to be facing and we are being very



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

cautious in decision making around our typical processes that happen this time of year.

- Director Blancher asked R. Wyszynski to speak to Trustees with respect to his recent conversation with Capital Analyst regarding the scope of Elgin Avenue PS project
 - R. Wyszynski noted the Ministry has received our letter and thanked the Board for the letter; however, before the Minister can provide a valid response to Grand Erie; the Minister will require detailed information from the Capital Analysts, which is referred to as the “due diligence” component of the Capital process. R. Wyszynski noted he asked what does the “due diligence” component mean for Grand Erie and was provided with the following response:
 - Before a decision can be made, the Minister required all the information regarding the request must be available. As such, the Capital branch will be in touch seeking clarity on the original project scope and will be looking at quantitative pieces of information surrounding Elgin Ave PS which includes:
 - History of the Pupil Accommodation Consultation
 - The approved recommendation, scope and intent
 - Completed costing templates of each scenario
 - Pros and Cons of each option including: Financial (transportation, portables, construction), real property (selling or buying of land) community feedback; and qualitative considerations (economics, legal, social) to advise what this means for Grand Erie
 - It was also mentioned that the Capital branch will be working with Capital Analyst to ensure the response to Grand Erie has all the pertinent details so the Minister’s office can make an education decision about the future of Elgin Ave. PS.

C.A. Sloat asked about property adjacent to West Lynn and did you go down the road with this discussion? R. Wyszynski responded that he did not.

G. Anderson asked did you get any indication of how long the “due diligence” process would be? R. Wyszynski responded that it may be a couple of months. G. Anderson further commented that if the Ministry does not provide the additional funding, he hopes the Ministry provides some guidance on next steps.

D. Werden commented that he believes the quickness of hearing from the Ministry on the letter which would have just been received last week, is optimistic.



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

R. Collver asked for clarity on what costing will be provided? R. Wyszynski responded that we would need to provide the cost breakdown for all three options and further stated that the cost estimate for a new building would just be an estimated range as more detailed costing would require engagement with an architect; a cost the budget does not currently support.

- Director Blancher asked R. Wyszynski to speak to Trustees regarding some office renovations
 - R. Wyszynski informed Trustees that Facilities staff will be constructing an office in the Executive Services area where the printer currently resides and will increase from 2 cubicles to 4 cubicles in the Purchasing Department

C.A. Sloat asked who will be taking the office and the purpose. R. Wyszynski responded that we want to ensure that the whole senior team is located in the Education Centre and the Planning Officer will assume the new office.

- Director Blancher noted that today marks the beginning of National Social Work Week and the Ontario Association of Social Workers are using the tag line “From everyday issue to complex needs: Social Workers, it’s what we do.” In Grand Erie, we know firsthand that our amazing Social Workers are on the front line of some very real issues and deal with complex needs. We appreciate everything our Social Workers do.
- Next week is March Break – schools are closed for this holiday week.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Director’s Report of March 04, 2019 as information.

Carried

D - 1 New Business – Action/Decision Items

(a) French Immersion Secondary Haldimand-Norfolk Location

D. Martins referred to the French Immersion (FI) Secondary Haldimand-Norfolk Location report providing background and noted by the fall of 2020, a Secondary Haldimand-Norfolk program location will be required to sustain the program. D. Martins provided a high-level overview of the factors that were taken to determine where a FI Secondary Haldimand-Norfolk location should be which included:

- Secondary School capacity
- Number of future potential secondary FI students by cohort



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

- Current secondary French teacher qualifications at each Haldimand-Norfolk secondary school
- Central point of Haldimand-Norfolk secondary schools by home address of each elementary student
- Grade 9-12 French as a Second Language Program Requirements (Core, Immersion, Extended)
- Transportation cost to the central location

D. Martins commented based on these factors, two options were considered and provided an overview of each option.

- Option 1: Waterford DHS
- Option 2: Simcoe Composite

D. Martins noted Senior Administration is recommending option 2 for the FI Secondary Haldimand-Norfolk location and reviewed the next steps for consideration.

G. Anderson asked when does a decision need to be made? D. Martins responded ideally before June 2019.

D. Werden asked for point of clarification on the decision date and if June 2019 is too late. B. Blancher responded that this will not take effect until September 2020, so June 2019 gives the board one year for planning.

D. Dean asked about the issue for staffing, and are we able to engage qualified teachers? D. Martins answered that as the next steps stated, investigation on increased mobility of secondary French qualified teachers would need to occur and that it is a grade by grade implementation so we could likely start with grade 9 implementation but as the program evolves we need more qualified FSLs teacher to have a viable program.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the French Immersion Secondary Haldimand-Norfolk Location report as information.

Carried

(b) **Allocation of Self-Contained Classrooms for 2019-20**

L. Thompson invited J. White, Principal Leader of Special Education, to the table. L. Thompson referred to the Allocation of Self-Contained Classrooms for 2019-20 report stating Grand Erie provides self-contained classroom placements in a variety of locations throughout the board to provide alternative options for students in which the most enabling environment



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

for them to meet their program goals in a smaller class setting with a higher staff to student ratio. L. Thompson further reviewed the planning process which involves Teacher Consultants – Special Education reviewing current and pending placements and using this data to determine the number of placements required for 2019-20 school year. L. Thompson further stated that as in previous years, attempts have been made to minimize changes for the 2019-20 school year but some changes are required as students move from elementary to secondary and as profiles of students change.

L. Thompson reviewed the recommended changes for the 2019-20 school year for Elementary and Secondary, additional information, budget implications and the next steps.

D. Werden asked do we understand any better how the changes to the Ontario Autism Program will affect us? L. Thompson responded we are still a bit gray but continue to gather the data. J. White further responded that we are unsure of how many from private agencies will register but have 20 students currently funded through legacy funding from the Ministry.

G. Anderson asked about the new On Track classroom at Pauline Johnson? J. White responded the class at Pauline Johnson will allow students who require a more flexible model for learning, similar to the class at Tollgate, to access classes at the applied and academic level. The class is 2 sections per semester. G. Anderson further asked how it will be staffed, is it a single Teacher and is there an Education Assistant attached to the classroom and is there social work support? J. White responded On Track has a teacher and one Education Assistant for the classroom and social work support not connected to the program, but can be accessed through the resource team process.

C. VanEvery-Albert stated it would be interesting to know how the Education Services Agreement for Six Nations students are included in these allocations. J. White responded they would be considered in placement in the classrooms in the same way for any of our students with exceptionalities would be considered.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2019-20 as outlined, pending budget deliberations.

Carried



(c) **Board Approved Transportation Review**

R. Wyszynski invited P. Kuckyt, Manager of Transportation Services to the table.

P. Kuckyt referred to the Board Approved Transportation Review report providing background, additional information and an overview on the following items:

- Out-of-Boundary Students for: Norfolk Secondary, Oakland-Scotland to Waterford District High School, Caledonia to Cayuga Secondary, Students attending River Heights, Out of Boundary students attending Houghton PS
 - P. Kuckyt noted that the 2.3 table should be updated to a total Students of 29.
- Out of District Students for: Norwich/Otterville/Burgessville students attending Delhi District Secondary School, Princeton/Drumbo students attending Paris District Secondary, Tillsonburg students travelling through Courtland transfer
- Section 23 Students – Woodview Program

G. Anderson thanked P. Kuckyt for this report.

C. VanEvery-Albert asked if it there has been any consideration to include coordination with Six Nations and Mississaugas of the Credit. P. Kuckyt responded that there some preliminary discussion with the previous Superintendent of Business and there was some push back to follow the STSBHN process. B. Blancher further responded that one of the challenges would be that these communities would have to follow STSBHN processes and establish school boundaries and believe that was the sticking point.

C.A. Sloat inquired about the change, year-over-year, in the number of grade 9 students who came from the Norwich Otterville area who attend Delhi District from an out of district location. The number had dropped apparently from the mid-30s in previous years to the figure which was detailed in the report. C.A. asked if the projections for enrollment at Delhi District took this into account and if it would have a negative impact on the school. P. Kuckyt responded that the figures in the table reflect current students, not forecasted students for 2019-20. D. Martins further responded that current enrollment at Delhi District is not forecasted to be negatively impacted.

R. Collver stated that in item #2.5 Out of Boundary Students attending Houghton PS it indicates 132 total students with 126 provided transportation, what about the remaining 6, what is their transportation? P. Kuckyt that we currently do not provide transportation, they could be dropped off by family.



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2019-20 School Year.

Carried

D – 2 New Business – Information Items

(a) Transportation Consortium Annual Report

R. Wyszynski requested P. Kuckyt, Manager of Transportation to present and review the Student Transportation Services of Brant Haldimand Norfolk (STSBHN) – Annual report which consisted of:

- Route and Vehicle Statistics: Service Providers and Vehicles, Vehicle Description, Route Costs, Rider's Aides and Vehicle Utilization
- Student Data: Student Eligibility, Courtesy Transportation, Student Ride Times by Range
- Consortium Update: Board of Directors Goals and Objectives, STSBHN Internal Goals and Objectives
 - P. Kuckyt provided a verbal update on the 2017-18 Goals and Objectives.
- STSBHN Going Forward: Contracts, Technology, Safety and Community Engagement.

C. Speers asked for more information to help her understand the parent/taxi portion of the report. P. Kuckyt provided further information and stated this would include services to the student who cannot take a bus.

C.A. Sloat asked for further information with regards to the 2018-19 goal – Daily Operation – Create and implement a “must be met” tag program for students not in kindergarten. P. Kuckyt responded this was a request by bus drivers and this another check and balance to ensure the safety of students.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk – 2018-19 Annual Report as information.

Carried



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

(b) Information Technology Services (ITS) Annual Update

D. Abbey invited J. Ecklund, Manager of Information Technology Services to the table. D. Abbey referred to the Information Technology Annual Report to provide Trustees with an update on the ITS Milestones 2018/19 which included School Server Decommissioning; Disaster Recovery Site; Encryption of more devices; On-Line Student Registration; PowerSchool Parent Portal; Mapleview School; Kindergarten Classrooms; Ontario Education Services Corporation (OESC) Incident Tracking; Walsh Elementary School, Teeterville Elementary School, LITE to PowerSchool Integration; Ed Tech Website.

J. Ecklund provided a high-level overview of the ITS Initiatives for 2019-20 which included Phone Controller Replacement; Document Management System; IBM Review; CareerLink Website; HR/Payroll (IPPS) Upgrade; Draft a new Enrolment Management Policy; Continue Disaster Recovery Testing; Outdoor Access Point Pilot; and Central Software Solution for School TV's. J. Ecklund further noted the 2019-20 Initiatives are pending budget approval.

S. Gibson asked about the PowerSchool Parent Portal and when is expected to rollout. D. Abbey responded this month is the pilot and the goal is to launch in the fall of 2019.

D. Werden asked if phone services in schools go down for two or three days, what is the backup. J. Ecklund responded that there are emergency phones at each school and all Principals have cell phones. D. Werden asked if there is formalized plan. J. Ecklund responded that there is not.

C.A. Sloat asked what is our plan forward regarding our phones. J. Ecklund responded that we remove the phone controllers from each school and have one centralized phone controller at the TRC.

Moved by: G. Anderson

Seconded by: S. Gibson

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

Carried



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

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

(a) Bylaw 4 – Board and Committees of the Board Meeting Agendas

B. Blancher referred to the Bylaw 4 – Board and Committee of the Board Meeting Agendas report noting it has been identified for review and was sent to Trustees for comments to be received by February 15, 2019. B. Blancher reviewed the minor revisions based on the comments received.

D. Werden stated there is some confusion regarding the 24 and 48 hours statements in 2(a) and 3(a) and recommends keeps the 48 hours. B. Blancher responded the comment received was to ensure Trustees receive the board package prior to posting for the public. The Bylaw was revised to indicate Trustees will receive the package 24 hours prior to the public posting which is identified as 48 hours prior to the meeting under 3a.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board refer Bylaw 4 – Board and Committee of the Board Meeting Agendas back to administration.

Carried

(b) Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy or Procedure

B. Blancher referred to the Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy and Procedure report noting it has been identified for review and was sent to Trustees for comments to be received by February 15, 2019. B. Blancher reviewed the minor revisions based on the comments received.

D. Werden stated his concern as he believes that a suspension motion should contain a specified length of time. This will be added back into the Bylaw.

Moved by: C. Speers

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy, Procedure or Protocol, as amended.

Carried



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

(c) FT6 – Student Transportation

P. Kuckyt, Manager of Transportation was invited back to the table. R. Wyszynski noted Policy FT6 – Student Transportation has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy FT6 – Student Transportation to all appropriate stakeholders for comments to be received by April 26, 2019.

Carried

(d) FT7 – Inclement Weather

R. Wyszynski noted Policy FT7 – Inclement Weather has been identified for review, will be going out for comment and reviewed the revisions.

B. Doyle asked based on the number of teaching days the Ministry requires, how close are we to that number. B. Blancher responded that if the decision is for student safety we have to take this into consideration and our message to staff and parents is that we are being flexible.

D. Werden asked about #3 Early Dismissal and understands we are required to include this but wondered how long does it take to inform parents that the school will be closing early? B. Blancher responded that it would be quicker now that we are able to send out school/system wide telephone messages but could take time for parents to get to the school to pick up students. D. Werden further asked how many drivers would be available to for early dismissal. R. Wyszynski. responded likely not 100%.

C.A. Sloat asked if there was any discussion about leaving schools open when buses are cancelled? R. Wyszynski responded that we had the discussion but at this time we only reviewed the possibility when buses were cancelled for fog or frigid temperatures. R. Wyszynski further added we wanted to have the policy out for comment to evaluate feedback.

C. VanEvery-Albert asked about the section regarding broadcast over local radio stations and do you contact the two radio stations in Six Nations. K. Newhouse, Manager of Community and Community responded we do contact Jukasa and was not sure who the second radio station is? C. VanEvery-Albert responded 100.3 Voice of the Grand.



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Policy FT7 – Inclement Weather to all appropriate stakeholders for comments to be received by April 26, 2019.

Carried

(e) **SO7 – Student Expulsions**

W. Baker noted Policy SO7 – Student Expulsion has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy SO7 – Student Expulsion to all appropriate stakeholders for comments to be received by April 26, 2019, as amended.

Carried

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

(a) **HR108 Police Record Checks for Employees**

S. Sincerbox noted Procedure HR108 – Police Record Checks for employees was approved by the Board in June 2015 and due to changes in the process, this procedure is being brought forward out of cycle. S. Sincerbox reviewed the revisions.

Moved by: E. Dixon

Seconded by: C. A. Sloat

THAT the Grand Erie District School Board forward Procedure HR108 – Police Record Checks for Employees to all appropriate stakeholders for comments to be received by April 26, 2019.

Carried

(b) **FT116 Building Security and Access**

R. Wyszynski noted Procedure FT116 – Building Security and Access was approved by the Board in November 2106 but been taken out of cycle to improve the operationalization of this procedure. R. Wyszynski reviewed the revisions.



B-1-b Committee of the Whole Board Meeting

March 04, 2019
Education Centre, Board Room

C. Speers stated a concern that she has seen Janitors propping doors open and does not see anything in the Procedure, is it covered under another Procedure? R. Wyszynski responded that should not occur and will believe it falls under another procedure.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure FT116 – Building Security and Access to all appropriate stakeholders for comments to be received by April 26, 2019.

Carried

F - 1 Other Business

(a) OPSBA Report

D. Werden presented as printed.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board received the OPSBA Report of March 4, 2019 as information.

Carried

G - 1 Correspondence

Nil

H - 1 Adjournment

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the meeting be adjourned at 8:59 p.m.

Carried

Committee of the Whole Board Chair, R. Collver



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **2018-19 Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update**

DATE: March 25, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.

Background

At the November 26, 2018 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented. The plan was shared with Ministry personnel through the Student Achievement Division on November 30, 2018.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are, and shares the ongoing progress with Executive Council and with administrators at Director's Meetings.

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

[Grand Erie's Student Achievement Plan: Success for Every Student](#)

Additional Information

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

Four Key Objectives of the Provincial Math Strategy:

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

ELEMENTARY PROGRAM

Numeracy

School Team Learning – How will we get there?

All elementary schools in Grand Erie District School Board continue to have School Achievement Plans that are focused on mathematics this year. Our Junior EQAO results indicate that Mathematics in the Junior division is Grand Erie's area of greatest need. Additionally, from our qualitative survey data we know that teachers felt most confident with:

- their knowledge of concepts of Quantity in Number Sense and Numeration
- their ability to identify/recognize/name and know concepts of Quantity in student work

However, teachers felt the least confident with:

- their math knowledge of how to support all students in their class
- how to respond with next steps for those students to move their math thinking forward

As a result, our system learning goal is to build our capacity as educators of mathematics by deepening our understanding of Operational Sense in order to recognize, respond to, and develop this thinking in all learners.

Elementary Administrators

In 2018-19, Elementary Administrators are immersed in a monthly professional learning structure focused on instructional leadership of mathematics to enhance their facilitation skills: on Professional Activity Days; at staff meetings; and, for monitoring and measuring student achievement. In addition, Administrators are encouraged to attend and learn alongside their educators at professional learning sessions. Many administrators also work closely with consultants or coaches to plan the learning for staff meetings.

Lead Teachers

Every elementary school has a lead junior teacher. Three professional learning sessions were planned for the 2018-19 school year. The focus of these sessions was to explore *Leaps and Bounds*, a gap closing resource. Lead teachers were expected to do some "in-between" with this resource and, examples of student work in math will be brought back to the next session. An explicit focus was also made on the connection between Operational Sense (Number Sense and Numeration strand) to what we have already learned about concepts of Quantity (Number Sense and Numeration). In January, additional multi-disciplinary workshops were to be offered.

Intensive Support Schools

A total of 13 schools were identified by the Ministry as "intensive" support schools. For the past two years, these schools have received the most support. This year, three full days of release for four junior teachers was provided for Collaborative Inquiry for Learning in Mathematics sessions (CIL-M). Schools received consultant support with a plan to gradually release responsibility to staff with each subsequent session.

Increased Support Schools

Junior Teachers from 21 schools designated "increased" support received two full days of professional learning for grade 4,5, and 6 classroom teachers in networked groupings and, one CIL-M session supported by the assigned consultant or coach.

All Support Schools

The most support was offered to the educators in the 24 “all” support schools. Three full days of professional learning was planned for grades 3, 4, 5 & 6 classroom teachers in networked groupings. Two full days of CILM were also planned for each junior staff at their own school. Additionally, a coach was assigned to each of these schools.

Since the pause in release time for professional learning began in January, consultants and coaches have been busy with co-planning and co-teaching in individual schools to which they are assigned. Many have offered Lunch and Learn sessions and are supporting administrators by co-facilitating professional learning during staff meetings.

Indicators of Success – How will we know?	Monitoring Indicators of Success – How are we doing?
<p>Administrators will:</p> <ul style="list-style-type: none"> • Confidently support educator learning about the Ontario Math Curriculum • Monitor the emerging understanding of math learning progressions for operations • Support educator learning by explicitly making connections to resources such as the GEDSB Waterfall document and, the Poster to support operational sense • Have a deeper understanding of concepts of quantity and operational sense • Intentionally interrupt the status quo 	<p>As a system we have great variance between schools and within schools in the implementation of using the key understanding of quantity to notice and name student mathematical thinking and plan for and deliver the instruction that responds to that thinking. To bridge this gap, we must link system learning in operational sense to quantity relationships, addressing the dual needs of the system.</p> <p>In the 2018-19 school year, we introduced learning progressions and Operational Sense and this is reflected in our observational data. We are in the <u>awareness</u> stage of this learning. A variance between and within schools exists but it is a smaller gap as this is new learning for the whole system. This will continue to be our learning need, linked to Quantity Relationships which was the learning need for the previous two years. Combined, these three learning goals will support teacher learning and understanding in Number Sense and, as a result its development in students.</p>
<p>Educators will have a deep understanding of:</p> <ul style="list-style-type: none"> • Math content knowledge related to concepts of quantity and operational sense; • Different types of student thinking and be able to name; • Developmental progressions to assist with identifying a student’s next steps; and • Different types of math models/tools that students can use to think and communicate ideas. 	
<p>Students will demonstrate:</p> <ul style="list-style-type: none"> • Increased use of multiple models/tools; • Further developed understanding of quantity and operational sense; • Increased confidence 	

Next Steps

For our Administrators:

- Continue to offer opportunities for administrators to learn about and develop efficacy in instructional leadership of mathematics
- Provide virtual learning opportunities and support for PD at staff meetings/PD days through the VLE Platform.
- Administer the April PA Day Whole School Task to assess mid-year progress
- Reflect on School Achievement Plans

For our Educators:

- Develop a solid foundation of Quantity and Quantity Relationships needs to be built across entire system – currently only found in pockets and to varying degrees
- Reconnect with Lead Teachers who haven't been involved with Professional Learning
- Create a framework for Professional Learning for the system to ensure we meet our goals
- Support schools through in class co-teaching and, through other opportunities like lunch and learns
- Support the system with after school sessions, summer in-service sessions, and provide virtual learning opportunities in the VLE.

For our Students:

- Increased skills, understanding of concepts, use of strategies and flexibility with number and operations
- Intentional monitoring and measuring of their progress

Literacy

School Team Learning – How will we get there?

Two days of professional learning sessions were offered to primary educators in the *Benchmark Assessment System* (BAS) to compliment the training that was offered to junior educators in the 2017-18 school year. One professional learning session explicitly linking the *BAS* and *The Continuum of Literacy Learning* resources was also offered on how to use these literacy assessments to inform daily classroom literacy instruction.

In addition to the professional learning sessions, support in classrooms is provided by consultants and coaches as required.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> • The Benchmark Assessment System will be fully implemented and replace the current Developmental Reading Assessment tool currently being used as a system standard • Educators will have a much clearer and precise understanding of student strength and needs in: reading behaviours; independent and instructional reading levels; processing strategies; and, fluency and comprehension; for planning next steps to address learning gaps and plan a comprehensive literacy program • Teachers will explicitly link the <i>BAS</i> to <i>The Continuum of Literacy Learning</i> resource to plan their daily classroom literacy instruction and comprehensive literacy program 	<ul style="list-style-type: none"> • 29 primary educators attended one full day of professional learning on how to use running records as well as the <i>Benchmark Assessment System</i> (BAS); • 58 primary educators attended two additional half day sessions on how to use the <i>Benchmark Assessment System</i> (BAS) • 6 primary educators attended an after-school session on how to use the <i>BAS</i> and <i>The Continuum of Literacy Learning</i> to support instructional next steps to 6 participants. • In the second year of the roll out, we are still in the <u>beginning</u> stage of implementation in terms of meeting educator need of this new resource and assessment practice

Next Steps

- Continue to offer opportunities for educators to learn about these resources and assessment practices so that students benefit from responsive instructional classroom literacy practices that meet individualized student need.

Numeracy, Literacy, & Well-Being

Early Years

School Team Learning – How will we get there?

Three professional learning sessions for Kindergarten educator teams were planned for the 2018-19 school year. Each session was specifically designed in a multi-disciplinary approach so that educator teams would be immersed educator in learning about: intentional literacy and numeracy practices across the Kindergarten day; developmental continuums to aid in the noticing and naming of student learning; equity; self-regulation; literacy assessment tool; the Speech-Language referral process; inquiry; pedagogical documentation and outdoor learning. Several resources were purchased and introduced to assist educators with their next steps in classroom implementation (Math manipulatives; *Think Q*, *Multiple Pathways to Literacy*; *KSCAP*; *Sound Bytes*).

In addition, in a multi-disciplinary team partnership approach with Ed Tech, each kindergarten team received an iPod and two iPads. Three professional learning sessions were collaboratively planned with a goal to introduce educators to the tools and, how to use the tool to pedagogically document student learning.

Since the pause in release time for professional learning, kindergarten educator teams have directly accessed the teacher consultant for support in the form of team teaching or planning. Additionally, the teacher consultant supports with phone calls, emails, after school meetings and afterschool sessions.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
Kindergarten Educator Teams will have: <ul style="list-style-type: none"> • A deepened understanding of Inquiry • Increased awareness of pedagogical documentation as a key part of assessments and inquiries • Confident usage of developmental continuums to notice and name learning including but not limited to literacy behaviours and mathematical understandings 	<ul style="list-style-type: none"> • Data was gathered at all professional learning sessions. Nearly 75 percent of the respondents indicated in the new learning section something that touched on the intended learning goals related to that session. The data gathered from the “questions I still have section” was used to inform the next series of professional learning sessions that took place in November. • Many positive emails, tweets and videos sharing exciting use of materials provided or results of planning and conversation have also been received. As well, as additional requests for more support (“I really liked how this went can we try and plan for...”) • In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.

Next Steps

- The teacher consultant will continue to offer support to educator teams as requested and after school professional learning sessions

French as a Second Language**School Team Learning – How will we get there?**

The French as a Second Language (FSL) Teacher Consultant supports all elementary and secondary schools with Core FSL teachers and all French Immersion sites (single and dual track) from K-12. As a result, collaboration communication and learning occurs frequently across all departments: special education, student success, ed. tech, elementary program team, and Indigenous education.

Fifteen professional learning sessions were planned for French as a Second Language teachers, with learning goals specific to French as a second language, literacy, numeracy, well-being and differentiation.

Since the pause in release time for professional learning, the teacher consultant has met with teachers during their prep time and/or before/after school hours; provided support to Grade 11/12 FSF students challenging the DELF from eight secondary schools; provided email and phone call support; and, works alongside other teacher consultants, coaches and ELL itinerants. Occasionally, administrators request assistance to facilitate learning during staff meetings.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> • Increased collaborative learning and networking among elementary French Immersion teachers and Core French Teachers to share best practices • Increased school proposals for cultural funds • Increased secondary teachers requesting to be trained as DELF correcteurs • Increased number of Grade 11/12 FSF students challenging the DELF at all secondary schools 	<ul style="list-style-type: none"> • Over 800 teachers have participated in professional learning • In elementary, requests for Core French teacher to collaborate to go deeper following professional learning sessions are increasing; as well as proposals for use of cultural funds • In secondary, teachers are requesting DELF information sessions and as a result 3 new schools and additional students are registered; as well as proposals for use of cultural Ed • 160 grade 11/12 FSF students about the DELF (in 8 secondary schools) • In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.

Next Steps

- The FSL consultant will continue supporting teachers as requested
- Plans to create a Virtual Learning Environment (VLE) for FSL courses for teachers

ESL/ELL

School Team Learning – How will we get there?

There are seven elementary ELL Itinerant teachers supporting elementary schools across the board. The ELL Teacher Consultant supports all GEDSB schools K-12 (elementary and secondary). In addition, the consultant provides support to NTIP teachers (New Teacher Induction Program) sessions; at staff meetings; and, after school supports for both panels.

Requests for ELL support in secondary schools varies, and this support also occurs via emails, telephone calls (parents, students, teachers, LRTs, student success teachers, guidance counselors and administrators). Majority of teachers are met during prep time and/or before/after school hours.

The focus and intent of support is specific to literacy, numeracy, well-being & differentiation. Through collaboration and an in-classroom support model, the vision of the English Language Learner is examined and the framework of Culturally Responsive Pedagogy. Through co-planning practices and professional learning, the system team continues to explore how co-teaching, co-planning, and co-reflecting in collaboration with classroom teachers helps move our ELLs faster on the road of language acquisition and curriculum learning.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<p>The Vision of the English Language Learner will be achieved:</p> <ul style="list-style-type: none"> • Learn English at the same time as the Ontario curriculum; • See themselves in the learning environment; • Feel that their culture and language are valued; • Have confidence to express their opinion and know they have a voice; • Meet high expectations when they are involved in setting goals (with appropriate supports); • Have opportunities to choose pathways that honor their strengths and interests. 	<p>From data gathered in the form of observation, conversation, product, the impact of the support team is:</p> <ul style="list-style-type: none"> • Capacity continues to be built across the system by sharing common understandings to develop effective implementation of STEP (Steps to English Proficiency) • In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.

Next Steps

- The ELL team will continue with their current support model
- A board wide platform to store ELL STEP data is being explored

Indigenous Education

School Team Learning – How will we get there?

Four full days of Indigenous Focused Collaborative Inquiry professional learning sessions were planned to support elementary classroom teachers with the response to the TRC Calls to Action and the newly revised Social Studies curriculum. Through collaboration and exploration rooted in Indigenous perspective and collaborative inquiry, the goal was to build capacity understanding, and confidence for our teachers who may be at varying levels of their journey with the implementation of the curriculum expectations/TRC Calls to Action thus far.

Following the sessions that were offered, and since the pause in release for professional learning, teachers have been supported by the Indigenous Education Instructional Coach to continue to build their capacity.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> • Deep understanding of Indigenous ways of knowing, Inuit history and perspectives • Teachers will apply their learnings when planning daily classroom instruction and assessment practices • The revised Social Studies curriculum enhancements will be fully implemented 	<ul style="list-style-type: none"> • Data has been gathered in the form of observation, conversation, and products to inform the impact of the support provided • The Indigenous Education coach has supported 62 teachers in 25 schools • In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.

Next Steps

- The Indigenous Education Instructional Coach will continue to offer support to educators as requested

SECONDARY PROGRAM

Achieving Excellence in Applied Courses (AEAC) – Secondary Schools

AEAC continues to utilize the collaborative inquiry process within the initiative's third year. The AEAC team is comprised of a Principal as lead learner for MFM1P teacher(s), a Math Coach, Student Success Teacher, and Learning Resource Teacher.

In addition, Student Success coordinates professional learning opportunities for school teams to collaborate with assessing student critical thinking, supporting students with learning disabilities in mathematics, and focusing on a three-act math lesson.

How are we doing?

- Grand Erie's semester one pass rate in MFM1P is 89.7%
- Grand Erie's semester one levels of achievement for MFM1P included 40.5% of all students at level 3 or level 4
- Use of a system MFM1P pre-assessment on overall curriculum expectations as guided by the professional learn team to determine skill gaps for individual students
- Refinement of instructional strategies by professional learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning
Use of engagement strategies (notice and wonder, three-act math lesson) to improve student confidence in mathematics and use of varied assessment strategies to capture student learning

How will we get there?

- Deeper interventions for student learning needs as aligned with learning styles and differentiated instruction
- Increased implementation of erasable white boards and the use of mathematics software to further support accommodations with problem solving and engagement for all students

- Through co-planning and co-teaching opportunities, intermediate and secondary mathematics teachers are supporting all students with instructional strategies for successful transitions to secondary mathematics classrooms
- Collaboration with Education Technology team to efficiently document the conversations, observations and products of assessments to help make learning visible
- Increased focus on supporting instruction aligned with student well-being and self-efficacy in mathematics
- Increased use of student voice is an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice

Literacy Support Plan

Two Teacher Consultants from Student Success continue to support secondary schools with their literacy support planning. Schools were provided with a system pre-assessment, which was administered during the first week of September to all Grade 10 students in the Applied pathway. During a moderated marking session, areas of improvement were identified for each student. Literacy Coaches supported each school to identify learning gaps and plans were developed to support students' literacy skills within various curriculum areas. For a third year, additional support and funding was made available to four secondary schools through an Educational Programs Other (EPO) grant to focus on Gap Closing in Literacy. Funding became available for semester two. This year, the focus is on culturally responsive pedagogy. Eight schools were provided with a variety of culturally diverse English texts to use in their Applied and College level courses. In response to school need, a small working group will be assembled in semester two to design a cross-curricular literacy pre-assessment for Grades 9 and 10 students. This new pre-assessment will be ready to be implemented in all secondary school in September 2019.

How are we doing?

- Increased teacher use of reading strategies for understanding explicit and implicit information in various subject areas
- Students making cross-curricular connections with information and ideas in reading and personal experiences
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy
- Deeper capacity building with sub-skills in reading as outlined in the Ministry of Education Student Achievement Literacy Planning Resource: Grades 7-12
- Increased differentiated instruction and accommodations aligned with student cognitive domains for reading and writing

How will we get there?

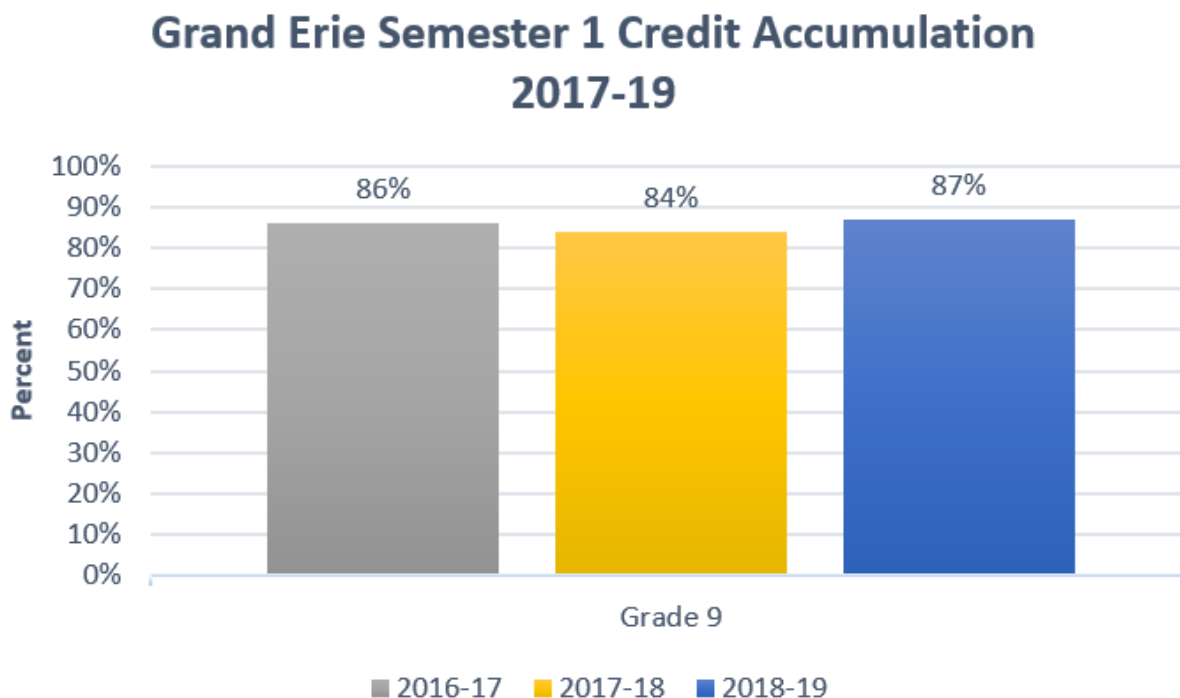
- Further supports for classroom-based assessments to monitor evidence of student learning
- Deeper implementation of Grade 9 and Grade 10 cross-curricular reading tasks aligned with sub-skills in reading explicit and implicit information and making connections
- Increased alignment of curricular learning goals with short-term literacy support planning
- Continued collaboration of cross-curricular literacy instruction after the OSSLT
- Development of smaller subject-specific literacy pre-assessments to be integrated into classes at the beginning of each semester

Credit Accumulation

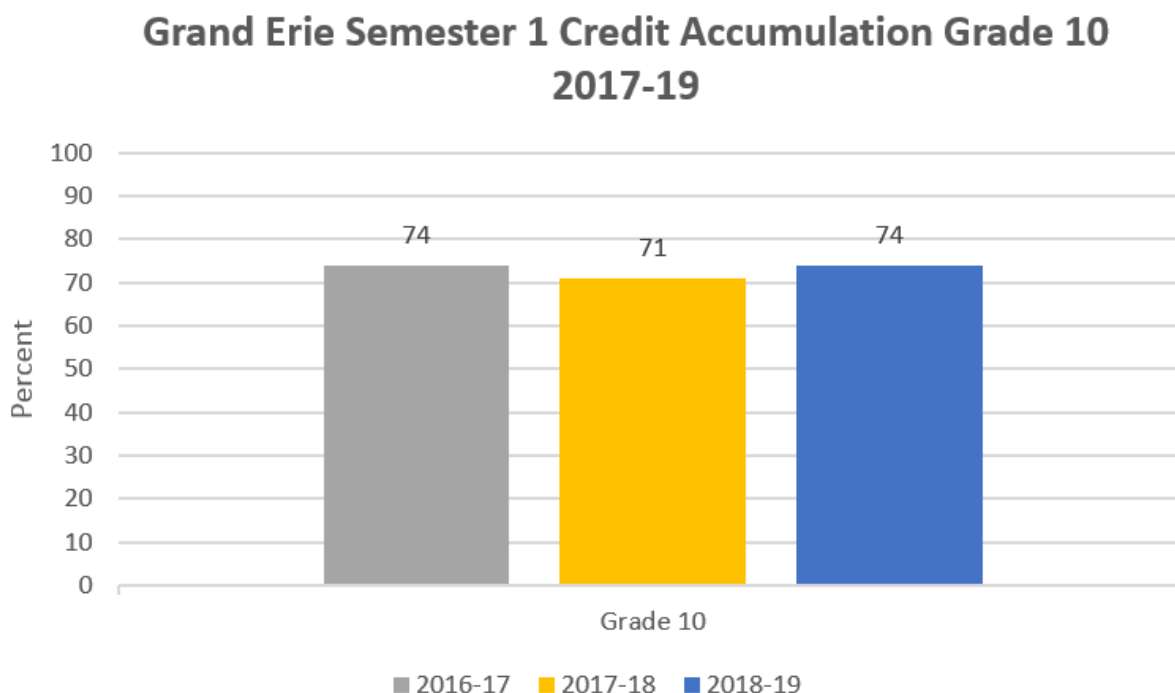
A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in Grade 9 and 12/12 credit accumulation in Grade 10 occurs at the system

and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.



The bar graph above illustrates credit accumulation for Grade 9 (4/4) from 2017 to 2019.



The bar graph above illustrates credit accumulation for Grade 10 (12/12) from 2017 to 2019.

Student Re-Engagement

Student Success has two staff that focus on re-engaging students in Grand Erie. Attempts were made to contact all students that had left secondary school without successful completion of their Ontario Secondary School Diploma and help them complete their graduation requirements.

Indigenous Students

Year	Disengaged	Re-Engaged	Percent Re-Engaged
2018-19	148	103	69.5%
2017-18	196	118	60.2%

Data represents Grade 9-12/12+ Indigenous students.

Non-Indigenous Students

Year	Disengaged	Re-Engaged	Percent Re-Engaged
2018-19	226	70	32.3%
2017-18	173	55	31.8%

Data represents Grade 12/12+ non-Indigenous students.

How are we doing?

- Reviewed current programming options with colleges to ensure SWAC and Dual Credit programming was meeting the needs of students
- Created and implemented options for adult education in various locations throughout Grand Erie

How will we get there?

- Continue developing methods to contact and re-engage students through mail outs, phone calls, social media and connection through community organizations.
- Further develop cultural mentorship programs in Six Nations.

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) with a focus on mathematics is offered to every elementary school. In Brant/Brantford these sessions included three full days of professional learning focused on numeracy. Due to occasional teacher constraints in the elementary panel, sessions in Haldimand and Norfolk will run as two half day sessions with a focus on numeracy. Schools are organized based on a secondary school and their respective feeder schools. Participants discuss student needs based on a Grade 9 pre-assessment data. The team are building a progression of learning to identify student learning needs. Learning cycles are used to deepen professional content knowledge and improve student achievement.

How are we doing?

- Cross-panel professional development for all Grade 7 and 8 teachers with their secondary school colleagues
- Opportunity for teachers to share a continuum of instruction across the intermediate panel
- Informed mathematics instruction through the use of pre-assessments to determine skill gaps among students
- Use of EQAO assessment data to align evidence-based instructional strategies
- Professional development aligned with the Board Student Achievement Plan
- Collaboration with Six Nations intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools

How will we get there?

- Continued increase with participation from elementary administration in this initiative
- Additional professional learning to provide opportunities for further collaboration
- Continue cross-panel Collaborative Inquiry Learning Model
- Further supports for monitoring and measuring evidence of success to inform next steps following the cross-panel
- Continue collecting student and teacher voice to inform future professional learning opportunities

School Support Visits

School Support Visits offer all secondary school administrators and subject department heads professional learning opportunities. Semester One sessions included a meeting with principals to review the strategic alignment of School Improvement Plans with the Grand Erie Student Achievement Plan. School Improvement Plan templates have three areas of focus: Student Achievement, Promoting Well-Being, and Ensuring Equity.

The Semester Two sessions are planned throughout the semester and include department heads meeting centrally for subject-specific assessment supports with culturally responsive classrooms.

District Support Visits

The School Effectiveness Framework (SEF) revised by the Ministry of Education in 2013 and implemented in the 2013-14 school year includes a process for systematic school reviews. It was developed as a resource to assist schools to plan for and undertake precise and intentional school improvement focused upon the achievement of all students. It also guides the process whereby schools examine the implementation of their strategies for school improvement to determine areas of strength and identify next steps for refinement.

The process includes a pre-visit and a post-visit where the Principal Leader of Student Success meets with the Principal and School Improvement Team. The pre-visit focuses on improvement efforts that have occurred since the last visit and preparations for the current visit. The post-visit discusses in more detail the outcomes and next steps for continued school improvement.

Schedule of Visits – Secondary

2018-19		2019-20
Semester 1	Semester 2	
<ul style="list-style-type: none"> • McKinnon Park Secondary School • North Park Collegiate and Vocational School 	<ul style="list-style-type: none"> • Cayuga Secondary School • Delhi District Secondary School • Hagersville Secondary School 	<ul style="list-style-type: none"> • Brantford Collegiate Institute and Vocational School • Dunnville Secondary School • Grand Erie Learning Alternatives • Valley Heights Secondary School

SPECIAL EDUCATION

How will we get there?

The Special Education System Team guides and supports schools to learn about and implement effective differentiated instruction and assessment.

System support staff work with School Teams to build, implement, and accelerate best classroom practices of teachers to address student specific differentiated pedagogy as well as classroom differentiation strategies. These staff members include the Itinerant Learning Resource Teacher (LRT) for Differentiated Instruction (DI) and Hearing Impairments (HI) and the System Learning Resource Teachers (LRTs) for Autism (ASD), Learning Disabilities (LD) and Intellectual Disabilities (ID). Special Education System support staff collaborate with school staff through consultations and regular visits to model differentiated instructional strategies. They provide classroom teachers with ready-made resources to provide meaningful and engaging learning experiences, and have created print resources with key tips and strategies that are distributed to all principals and teachers on a regular basis. A lending library of books, resources, workshops and in-services are also available to assist teachers to program for students with Autism. When required, student, teacher and class-wide instruction on assistive technology tools is made available by these system staff, who also support teachers to match the assistive technology tool to the specific student need. Follow up support is provided to assist with fidelity of implementation of the differentiated strategies.

System support staff also work with classroom teachers to build capacity in differentiating classroom management and specific student management plans. The Itinerant Teachers for Early Years and Self-Regulation provide supports to students and classroom teachers at the Junior Kindergarten to Grade 2 levels to address self-regulation needs of students. By February 2019, 81 student referrals had been made to the Itinerant Teachers for Early Years and Self-Regulation with requests for support in providing teachers with strategies to differentiate program for kindergarten and grade 1 students who were struggling with self-regulation.

Teacher Consultants for Special Education have created a package of “canned” professional development modules that can be accessed electronically to support classroom teachers to differentiate more effectively. The modules contain power point slide decks complete with speaking notes so that Learning Resource Teachers in the school can take the lead on providing professional learning opportunities in the area of differentiation for all school staff. The intent of the professional development modules is to help teachers to include differentiated strategies that go beyond paper/pencil tasks

How will we know?

Classroom teachers are prompted by school administrator to access system supports to help them learn about and implement differentiated instruction and assessment.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

Classroom teachers take initiative to access system supports to help them learn about and implement differentiated instruction and assessment.

- Awareness
- **Beginning Implementation**
- Partial Implementation
- Full Implementation, and
- Uncertain

How are we doing? Itinerant LRT for DI



"H has begun to complete one daily task. T has completed two of your activities. We are working up to completing one task daily with each of these students. So far, so good!"

I am pleased that they have each felt comfortable enough to take a chance with their learning. This is a massive moment of success for each of them. I am looking forward to building upon these positive habits each day. Before we know it, this will be part of their daily routine and learning expectations.

I cannot begin to tell you how grateful I am for your ideas, time, and efforts to support these students. They are finding success and creating totally new habits and routines based off your creative and thoughtful ideas."

System LRTs for ASD



Self-Contained classroom for students with Autism – structured program

Itinerant Teachers for Early Years and Self-Regulation

At the February 2019 monitoring date, only 10 of 81 students had gone on to require more intensive support from Behaviour Counsellors, indicating that teachers were successfully implementing the recommended differentiation strategies.

"I felt supported by the person coming into my classroom willing to listen and follow-up right away with recommendations and resources. I have use the time frequently. The ideas presented have made such a positive change in my classroom as I have implemented them directly and/or grown new ideas from the recommendations." Anonymous survey completed by teachers

"I just wanted to let you know what a great job the Itinerant Teacher for Early Years and Self-Regulation is doing. She has been so helpful to me. This is my first-year teaching grade 1 and I have a number of kids with extra needs. I was to have some educational assistant support, but initially I didn't receive any. The Itinerant Teacher for Early Years and Self-Regulation came to my class, listened to my concerns, asked how she could help and then did just that. She gave suggestions of what might be helpful to keep my students with extra needs on track and then she created those items. As well, she brought them to me within a couple of days. As the year has progressed, she continues to provide support by helping me to problem solve situations, ensuring that I have taken into account all possible outcomes. I think she should teach other consultants. Her help, kindness and compassion has been invaluable. – Grade 1 Teacher

How will we get there?

The School team/Resource team process is an iterative, multi-disciplinary team process used to support school administrators and teachers to identify student strengths and needs and to provide strategies such as responsive and differentiated classroom instruction and assessment to meet these strengths and needs. School team/Resource Team also provides opportunity for schools to access additional resources to build teacher capacity to meet these strengths and needs and to provide direct support to students when necessary.

At Resource Team meetings the Itinerant LRT for DI offers opportunities for collaborative support to assist classroom teachers to design programming for students that have exceptional learning needs.

System LRTs for Autism provide questionnaires for Teacher Consultants to use at Resource Team meetings to review and support the implementation of strategies in the regular classroom setting that are necessary for students with autism, but beneficial for other students (Tier 1 strategies). If the Resource Team determines that there is a need to move beyond Tier 1 strategies, a referral is submitted to the System LRT for Autism. The response to referral includes a consultation with the teacher and modelling and coaching support to implement differentiated strategies.

The System LRTs for LD and ID use the student profile that is developed at School Team/Resource Team to develop an understanding of student strengths and needs in order to develop and provide differentiated instruction and assessment strategies and any other program recommendations during school visits.

Teacher Consultants for Special Education review student specific data at Resource Team meetings (ie. student work samples, Academic Achievement Battery Results, Developmental Reading Assessment/Benchmark Assessment System results, Grade 9 EQAO Math Assessment results) to support schools to formulate next steps and/or facilitate the implementation of any required referrals Professional Support Services Personnel (PSSP) to support student need. Teacher Consultants for Special Education ask probing questions at Resource Team meetings to encourage school staff to use a different lens to assess a child's knowledge and skills, focusing on the observation of process over completion of activities.

How will we know?

The School team/Resource team process is used effectively to support educators to provide responsive differentiated classroom instruction and assessment.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

How are we doing?

Itinerant LRT for DI

Proof: Regular Classroom Teacher Testimonial

Source: 2017-2018 Support Survey

"The Itinerant LRT for DI was the only bright spot in a situation where a student with serious behaviour and mental health issues transitioned into my classroom. She was absolutely wonderful, assisting with specialized supports and programming ideas! Furthermore, she went out of her way to help establish a plan for one of my enrichment students to accelerate his program. System support for myself, has been essential."

Anonymous survey provided to teachers

"The Itinerant LRT for DI responded very quickly when I reached out to her. She provided me with hand-crafted resources to help me meet the needs of my low modified learners. I was at a loss as to how to provide them with meaningful Science and Social Studies activities that they could access at their level. She created visual picture sort and matching activities. They loved them and were able to feel successful! I will be teaching in a self-contained class next year and I will definitely be accessing her support services again. I have really enjoyed working with her. I also recommended her to colleagues who were also able to benefit from her knowledge and innovative thinking." – Grade 4/5 Teacher

System LRTs for ASD



Self-contained classroom for students with ASD – visual schedule for student, choice cards, communication device (left); structured work areas for individual students (right)

System LRTs for LD and ID

It has been observed that some schools skip the School Team step and implementation of Tier 1 strategies for differentiation and jump directly to Resource Team to request supports from a system LRT. School staff are encouraged to review and implement school-based strategies. School principals are being reminded of the role and importance of the school team process.

Teacher Consultants for Special Education

"We have a student with a Mild Intellectual Disability in a credit bearing class at secondary school and though he may not get the credit, we are continuing to monitor the student's learning and progress through Resource Team. This required some conversations with staff that it is okay to differentiate learning in this way and be in a secondary classroom without achieving credit. The student is still progressing from his own entry point." – Teacher Consultant for Special Education

How will we get there?

Wrap around supports to address student need beyond academics, such as social-emotional, behavioural and socio-economic need, are provided in order to decrease barriers to student well-being. By providing supports to address student well-being, barriers to student achievement can also be addressed.

The System LRT for LD initiates meetings with school staff when becoming aware of social/emotional struggles that students may be experiencing related to the use of their Special Equipment Amount (SEA) equipment and feeling different than other students. The System LRT for LD works directly with students to help them build an understanding of their own unique learning profile (ie. By using the Pulse Program), so that they feel empowered to advocate for what they need in order to be successful at school. She encourages them to be directly involved in the IEP process. The System LRT for LD trains staff and students in the use of assistive technology to reduce barriers for the student trying to access printed text.

Similarly, the Itinerant Teacher for HI initiates meetings with school staff, home, community agencies, and provincial schools staff to develop and support the implementation of strategies and equipment to support those strategies so that students with hearing impairments have access to a meaningful education. The Itinerant Teacher for HI works directly with students to help them see the benefits of their equipment, so that resistance to its use is reduced and self-advocacy skills are developed and/or enhanced.

The System LRT for ID participates in case conferences for students with complex needs in order to foster collaboration among schools, community agencies, and home.

The System LRTs for Autism work collaboratively with teachers and principals to consistently assess if programs and strategies are proving to help the student meet with success. Through the analysis of student data and meeting regularly as a team, refinements to student programming are developed.

Individual Education Plans (IEPs) are the basis of the academic programming for students with exceptional needs. In collaboration with the Itinerant LRT for DI, classroom teachers are beginning to seek support to build IEPs that include appropriate differentiation strategies, according to best practice.

Teacher Consultants for Special Education provide wrap around supports to students through formal (professional development sessions both face-to-face and online) and informal (conversations) learning opportunities with teachers. The intent of the shared learning opportunities is to help teachers develop strategies to decrease barriers to student assessment by helping them learn varied ways to assess.

A new system support in Grand Erie is the Complex Behaviour Intervention Team (CBIT). The CBIT works in collaboration with the School Team (Administrator, LRT, Classroom Teacher and EA's). The CBIT creates a program that meets individual student needs; socially, emotionally, behaviourally and academically.

Professional Support staff meet individually with students experiencing well-being challenges that impact their school success to understand barriers and develop plans to overcome them. Individualized support plans that can include targeted skill development, building strengths to offset difficulties, access to board programs and referrals to community resources are some outcomes of this involvement. Where appropriate and necessary interventions involve off-site meetings with families to understand factors affecting school attendance and engagement.

Psycho-educational and Speech-Language Assessments provide critical insights into the learning and well-being profiles of individual students. In turn, this assessment information contributes to the development of specific program goals and how best to achieve them.

How will we know?

Wrap around supports provided to students to assist with their well-being and achievement will result in educators having a more fulsome understanding of the student, which will lead to more precise educational programming, as evidenced in the student's Individual Education Plan.

- Awareness
- **Beginning Implementation**
- Partial Implementation
- Full Implementation, and
- Uncertain

Wrap around supports provided to students to assist with a better understanding of their own learning needs will lead to improved student self-advocacy and achievement.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

WELL-BEING

How are we doing?

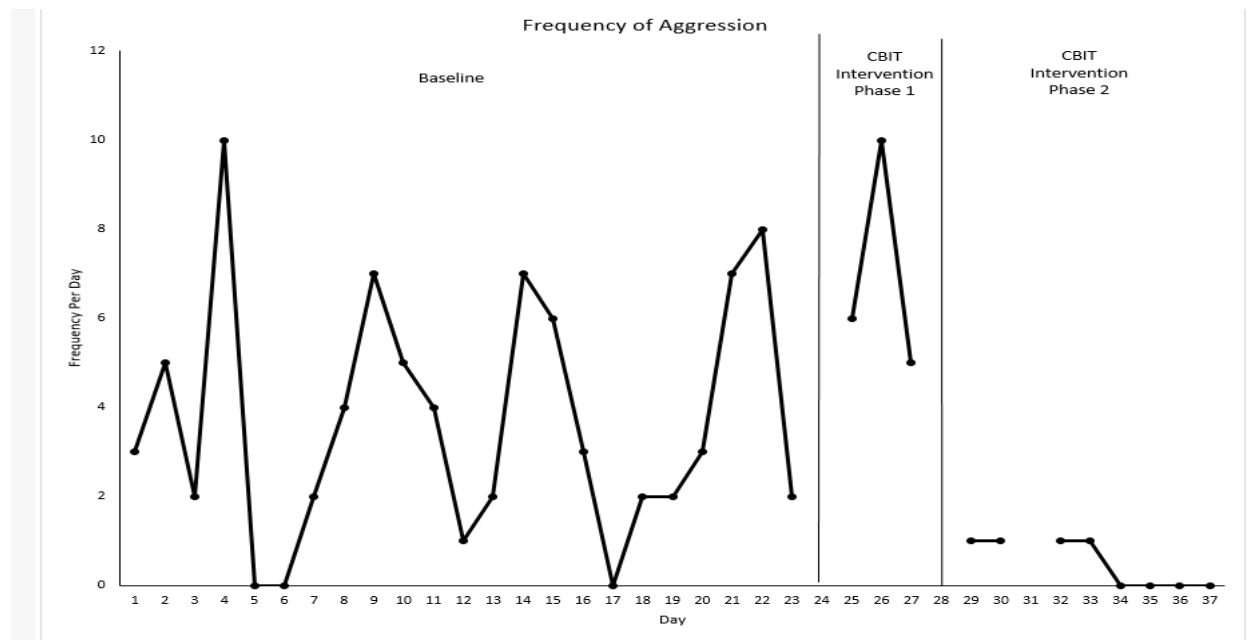
System LRT for ID

"In my role as System LRT for Intellectual Disabilities I have been involved in several wrap around case conferences for students with complex needs. This approach is most successful if school, community agencies and home are all on the same page regarding strategies to support the child, particularly regarding strategies to support behaviours. When everyone works together as a team and supports each other's efforts, significant improvements are seen in both the student's well-being and achievement. For example, a student who was transitioning from an elementary self-contained placement to a secondary self-contained placement had a long history of very inappropriate behaviours at school. His behaviour was a significant barrier to both his participation in the community and to his success at school. We established a culture of trust between home, school and community agencies that gave the student the consistency he needed to learn to control his behaviours and be more successful both at school and in the community." –System Learning Resource Teacher for Intellectual Disabilities

CBIT

The following graph shows 6 weeks into support of a student and beginning to fade out CBIT intervention.

Antecedent management, a reinforcement schedule, a structured routine and a behaviour plan have been implemented by CBIT to support this student's well-being so that aggression is reduced, and he is able to engage in some class activities, work tasks and lessons in meaningful ways. The CBIT was able to determine a baseline of behaviour and understand the function of his behaviour as tangible and escape motivated. The CBIT is implementing a structured plan that focuses on addressing this student's well-being and high desire for social attention that can be met through appropriate and meaningful programming methods. The implementation of the plan is being scaffolded over to the school team for continued monitoring. His achievement can now begin to be addressed because barriers of student aggression and staff safety have been mitigated.



ACHIEVEMENT

How are we doing?

Itinerant LRT for DI

Proof: Regular Classroom Teacher Testimonial

Source: email communication

"I'm in the process of making modifications for P's IEP and was wondering if this is an area you cover. This is my first time modifying so I am reaching out wherever possible for guidance."

Proof: Collaborative planning sessions

Source: Online working document shared between Classroom Teacher and Itinerant LRT for DI

MATH Data Management and Probability

-demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.); (1)

SMART IEP EXPECTATION		
EXPECTATION TO BE ENTERED INTO STUDENT'S IEP	TEACHING STRATEGIES FOR POSSIBLE CONSIDERATION	ASSESSMENT METHODS
By the end of Term 2, STUDENT will organize objects into categories by sorting and classifying objects using one attribute (i.e. colour, size, etc.) with 100% accuracy, 4 out of 5 times. MOD 1	<ul style="list-style-type: none"> Access to manipulatives Scaffolding prompts Modeling Visuals supports for organization 	<ul style="list-style-type: none"> Performance trials Assessment tracking sheet

Subject: Data Management & Probability

SMART IEP Expectation: By the end of Term 2, Poppy will organize objects into categories by sorting and classifying objects using one attribute (i.e. colour, size, etc.) with 100% accuracy, 4 out of 5 times. MOD 1

Date:	Feb 5									
Attribute	colour									
100% accuracy?	x									

Proof: Embedded SMART IEP expectations

Source: Term 2 IEP

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System LRTs for ASD

"Hi,

Sincere thanks for helping me to understand next steps for our student's IEP and Term One report card. I appreciate all you do for students."

Elementary Principal

System LRT for LD

"My name is Student and I am in grade 5. I like using a computer because using a pencil hurt my hand when I am writing too long. I can work faster and keep up with my class and I can get work done faster and it makes me prouder.

Sincerely,

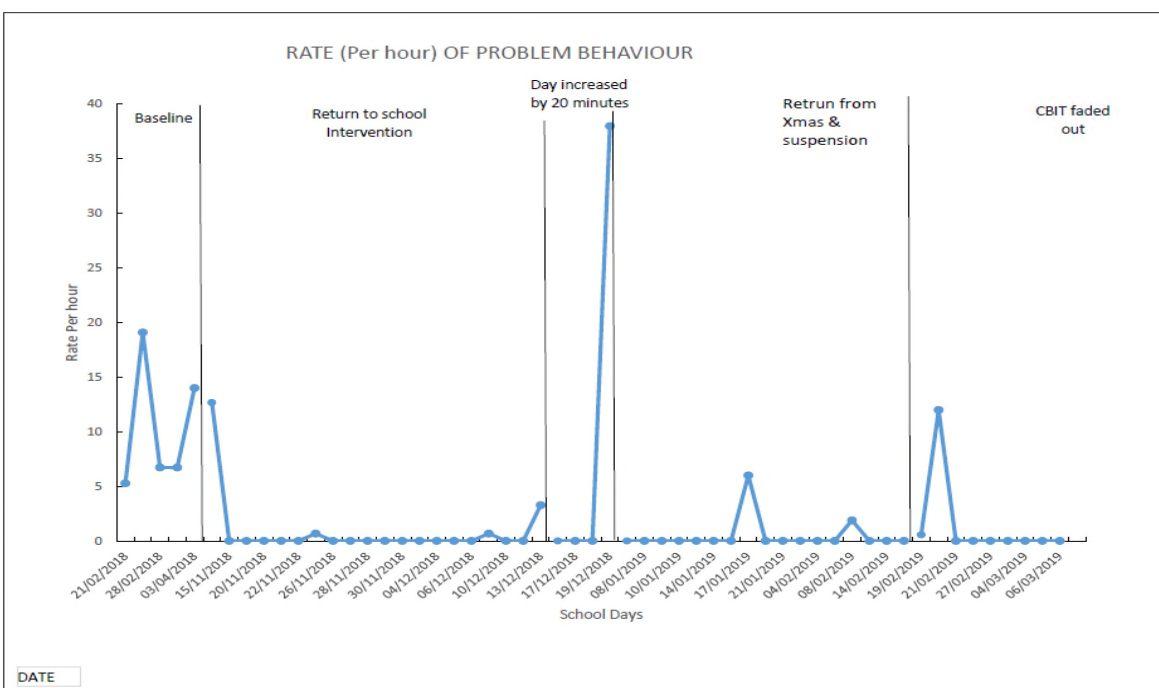
Grade 5 Student"

Teacher Consultants for Special Education

From the professional development that was offered, barriers around access to manipulatives in math class were identified. In collaboration with the Elementary Program team, math kits were developed for self-contained classrooms for students with Mild Intellectual Disabilities and self-contained Strategies classrooms. Elementary Program Instructional coaches have offered implementation support to self-contained teachers.

CBIT

The following graph shows a 12-week intervention from baseline data collection to fade out of support by the CBIT. This student's day revolves around opportunities of forced choice in an environment that is comfortable to meet his unique needs. His routine is structured and predictable, yet challenging and engaging. School has become a meaningful place to this student and he is regularly interacting socially with others in helpful and productive ways. He was taught *very specific skills* by the CBIT to effectively manage within the school setting and has an explicit plan that is implemented with fidelity to support his very unique needs, that would otherwise be very challenging to manage in a traditional classroom setting. As the CBIT team faded direct assistance, wrap around support was maintained by the Resource Team to continue managing the plan and problem solving as needed. Fidelity checks have been built into the plan to ensure it is maintained over time and to prevent drift, leading to behavioural concerns.



Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 4 – Board and Committee of the Board Meeting Agendas**
DATE: March 25, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 4 – Board and Committee of the Board Meeting Agendas.</p>

Background

A revised draft of Bylaw 4 – Board and Committee of the Board Meeting Agendas was presented to Trustees at the March 4, 2019 Committee of the Whole Meeting.

At that time there were further revisions suggested to bring clarity to the processes included in the Bylaw. A revised draft is presented for Trustee consideration.

Communication Plan

Bylaw 4 – Board and Committee of the Board Meeting Agendas will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL4

Board and Committees of the Board Meeting Agendas

Board Received: _____ Review Date: _____

1. Agendas

Board agendas shall be established by the Chairs' Committee in consultation with the Secretary of the Board (or designate).

2. Delivery to Trustees

- a) The agenda and material for all Board and Committee of the Whole Board meetings shall be made available to all trustees and supervisory officers a minimum of forty-eight (48) hours prior to the meeting date and a minimum of 24 hours prior to the public posting-
- b) The agenda and material for all statutory, standing, ad hoc and/or special committee meetings will be forwarded to the members of each committee a minimum of forty-eight (48) hours prior to the meeting date, when possible.
- c) Placing a "laydown" report at a Committee of the Whole or Board meeting is generally discouraged except in unavoidable or extenuating circumstances.

3. Availability to Schools, Presidents of Employee Groups, Media, School Council Advisory Committees, Home and School, and Community Stakeholders.

- a) The agenda and materials for all Board and Committee of the Whole Board meetings shall be made available on the Grand Erie District School Board's website (www.granderie.ca) a minimum of forty-eight (48) hours prior to the meeting date.
- b) Copies of the agenda and materials will be made available at the meeting upon request.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Rita Collver, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: March 25, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the minutes and the recommendations from the March 4, 2019 Committee of the Whole Board meeting as follows:

1. **In Camera Report**

THAT the Grand Erie District School confirm the Director's Interim Performance Appraisal has been completed.

2. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of March 4, 2019 as information.

3. **French Immersion Secondary Haldimand-Norfolk Location**

THAT the Grand Erie District School Board receive the French Immersion Secondary Haldimand-Norfolk Location report as information.

4. **Allocation of Self-Contained Classrooms for 2019-20**

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2019-20 as outlined, pending budget deliberations.

5. **Board Approved Transportation Review**

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2019-20 School Year.

6. **Transportation Consortium Annual Report**

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk – 2018-19 Annual Report as information.

7. **Information Technology Services (ITS) Annual Update**

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

8. **Bylaw 4 – Board and Committees of the Board Meeting Agendas**

THAT the Grand Erie District School Board refer Bylaw 4 – Board and Committee of the Board Meeting Agendas back to Administration.

9. **Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy or Procedure**

THAT the Grand Erie District School Board approve Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy, Procedure or Protocol, as amended.

10. **FT6 – Student Transportation**

THAT the Grand Erie District School Board forward Policy FT6 – Student Transportation to all appropriate stakeholders for comments to be received by April 26, 2019.

11. **FT7 – Inclement Weather**

THAT the Grand Erie District School Board forward Policy FT7 – Inclement Weather to all appropriate stakeholders for comments to be received by April 26, 2019.

12. **SO7 – Student Expulsion**

THAT the Grand Erie District School Board forward Policy SO7 – Student Expulsion to all appropriate stakeholders for comments to be received by April 26, 2019, as amended.

13. **HR108 Police Record Checks for Employees**

THAT the Grand Erie District School Board forward Procedure HR108 – Police Record Checks for Employees to all appropriate stakeholders for comments to be received by April 26, 2019.

14. **FT116 Building Security and Access**

THAT the Grand Erie District School Board forward Procedure FT116 – Building Security and Access to all appropriate stakeholders for comments to be received by April 26, 2019.

15. **OPSBA Report**

THAT the Grand Erie District School Board received the OPSBA Report of March 4, 2019 as information.

Respectfully submitted,

Rita Collver, Chair
Committee of the Whole Board



BYLAW

BL16

Suspension, Revision or Repeal of any Bylaw, Policy, Procedure or Protocol

Board Received: March 25, 2019 Review Date: March 2023

1. Temporary Suspension

Any of the Board's Bylaws, Policies or Procedures may be temporarily suspended by motion that receives an affirmative vote of two-thirds of the Board members present. A motion for temporary suspension of a specific Bylaw, Policy, Procedure or Protocol must specify the length of time.

2. Notice to Revise or Repeal By-Law or Policy

Two weeks' notice must be given of any motion to revise any Bylaw or Policy of the Board.

3. Revisions to Conform to Local, Provincial, and Federal Laws

The Director of Education shall make revisions to conform to local, provincial, and federal laws and, when necessary, to Bylaws, Policies, Procedures and Protocols, and present such changes to the Board for confirmation.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Major Construction Project Report**
DATE: March 25, 2019

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

Background

Following is a status update for the 2018-19 Major Construction Projects.

Mapleview Elementary School

Project Scope

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

Space: New Construction

Gross Square Feet: 44,740

Total Project Budget: \$10,619,020

Funding Source: Capital Priorities Grant

Total Project Cost to Date: \$10,196,650

Total Project Forecast Cost: \$ 11,120,000

Architect: Salter Pilon

General Contractor: JR Certus

Timeline

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents.	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work	Completed
November 12, 2018	New school occupied by staff and students	Completed
Oct 2017 to Jan 2019	Complete project construction work and demolition of Fairview school	In Progress
February 2019	Substantial Performance	Outstanding
May 10, 2019	Official Ceremony	Outstanding
January 2020	11 Month Warranty Report	Outstanding

Status:

The following pictures show project progress completed from January 2019 through March 12, 2019:

March 12, 2019 – Fairview Demolition Completed



March 12, 2019 – Front View



High Level Milestone Schedule

Milestone	Planned Start	Actual Start	% Complete
Epoxy flooring-machine room	March 2019		0%
Winter commissioning	February 2019		10%
Building deficiencies	February 2019		20%
Excess soils removal	May 2019		0%
Complete landscaping	May 2019		0%
Complete summer commissioning	June 2019		0%
Total completion	July 2019		97%

Summary

Students and staff successfully occupied the new school on Monday November 12, 2018. Outstanding minor construction work and deficiency repairs will be completed during the next few months. The demolition of Fairview School has been completed.

New Elevator Addition at Major Ballachey Elementary School

Project Scope

The focus of the project is to install an elevator at the west end of the school enhancing accessibility to the Community Hub.

Space: New Construction

Gross Square Feet: 450

Total Project Budget: \$545,140

Funding Source: Community Hub Capital Grant

Total Project Cost to Date: \$717,940

Total Project Forecast Cost: \$ 765,000

Architect: Thier & Curran Architects

General Contractor: Abcott Construction

Timeline

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
October 2017	Issue Tender	Complete
November 2017	Close tender and seek Board approval to award contract amount of \$545,140.	Complete
January 15, 2018	Tender approved by the Board	Complete
Feb 2018 to January 2019	Complete project construction work.	Complete
January 11, 2019	Substantial Performance	Complete
Dec 11, 2019	11 Month Warranty Report	Outstanding
TBD	Official Ceremony	Outstanding

Status

This project experienced significant delays due to excess water and along with issues with weather, masonry, coordination of trades and inspections. The elevator is now operational and in use at the school. The additional project cost will be absorbed by the available funding in the 2018-19 Community Hub Grant.

Child Care Renovation at Hagersville Secondary School

Status:

The Board is currently awaiting Ministry approval to proceed. No further information since last reported on January 28, 2019.

Child Care Addition at Central Public School

Status:

The Board is currently awaiting Ministry approval to proceed to tender. No further information since last reported on January 28, 2019.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award – Dunnville Secondary School Masonry Restoration Project**
DATE: March 25, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the award for masonry restoration services at Dunnville Secondary School as set out in Tender 2019-4-T to RD Masonry in the amount of \$974,100 plus HST.

Background

Tender 2019-4-T for masonry restoration services at Dunnville Secondary School was issued on January 25, 2019 and closed on February 28, 2019 at 2:00 p.m. A mandatory site meeting was held on February 5, 2019 at which four contractors attended.

Bids were received from 1 firm and listed in the table below:

Proponent	Unit Price Bid (Excl. HST)
RD Masonry	\$974,100

Additional Information

The masonry on the building has been deteriorate over the years due to moisture penetrating the exterior walls. In the mid 1990's, moisture continued to penetrate the exterior walls causing the bricks to freeze, crack and spall. The areas that were deteriorating were covered by steel cladding during this time to prevent further moisture exposure, the cladding was a temporary measure. An intrusive investigation of the exterior walls was completed in 2018 which determined that there are significant issues with the structural steel and masonry around many areas of the perimeter of the school. An engineer was hired to establish a scope of work to repair the structural steel and masonry issues at this school.

Purchasing Services has completed all the necessary evaluation steps of the competitive process and recommends the award of contract to **RD Masonry**. The estimated timeline for the project spans 60 working days.

Financial Impact

The project will be funded by the School Condition Improvement Grant provided by the Ministry of Education.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – February 2019**
DATE: March 25, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of February 2019 in the amount of \$9,148,926.44 as information.</p>

Rationale/Background

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

(Chair – Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Tom Krukowski	Facility Services
Phillip Kuckyt	Human Resources

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Co-Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Ian Smith	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member) Dan
McDougald	Professional Student Services Personnel (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical

Resources:

Hilary Sutton	Health and Safety Officer
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Recording Secretary:

Jennifer Chopra	Human Resources Assistant
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Regrets:

Griffin Cobb	Secondary School Administration (Certified Member)
Cheryl Innes	Elementary School Administration (Certified Member)
Laura Mels	Non-Union (Certified Member)

2.0 Minutes of Last Meeting

The draft minutes for January were reviewed.

3.0 Approval of Last Meeting Minutes

The minutes were approved.

4.0 Agenda Additions

6.4 Cleaning at Offsite Locations



Joint Occupational Health and Safety Committee

H-1-b

February 21, 2019

Facility Services – Meeting Room

5.0 Unfinished Business - Discussion

5.1 Online Safe Schools/Workplace Violence Incident Reporting Tool

January 2019: A question was raised by a member if the pilot schools have begun using the new online Safe Schools/Workplace Violence Incident Reporting Tool. Information regarding completing the online reporting form will be forwarded to those locations to assist workers and administrators when completing the form. The Division Manager of Operations and Health & Safety will provide an update on when the tool will be made available to the rest of the Board. This item will remain on the next agenda.

February 2019: The Division Manager of Operations and Health & Safety advised the committee that online Safe Schools/Workplace Violence Incident Reporting tool is still being piloted to the initial locations. Issues have been identified and we are currently working toward resolutions prior to making the tool available to the rest of the Board. This item will remain on the next agenda.

5.2 Paris District High School Update

January 2019: A question was raised by a member on any updates related to recent concerns at the school related to fecal matter. The Manager of Operations and Health & Safety advised the committee that everyone is working diligently to determine a resolution to the ongoing concerns and cleaning is being done following all standard protocols. This item will remain on the next agenda.

February 2019: The Division Manager of Operations and Health & Safety informed the committee that there has not been any further reported concerns at Paris District High School and cleaning protocols are continuing to be followed. This item can be removed from the next agenda.

New Indoor Air Quality Reports

5.3 Indoor Air Quality Report- Cobblestone Public School- eBase #111 (Classroom 9)- January 22, 2019

Air testing was conducted at Cobblestone Public School in response to concerns from staff experiencing a skin allergic reaction. A recommendation to use a humidifier was made in response to low humidity. No additional testing was required. This item can be removed from the next agenda.

6.0 New Business

6.1 Ministry of Labour- Field Visit- Dunnville Secondary School- January 16, 2019

The Ministry of Labour returned to Dunnville Secondary School to follow up regarding a student critical injury that took place in the Auto Class in November 2018. The Safety Alert and Student Training Document were both updated to include; review of manufacturer's manual prior to use of a Hand Grinder, requirements to wear a face shield and safety glasses, unobstructed vents on the Hand Grinder for air circulation while tool is in use, use of a suitable extension cord as well as eliminating extended time of use and excessive force while using the



H-1-b Joint Occupational Health and Safety Committee

February 21, 2019
Facility Services – Meeting Room

tool. This information will be shared with all students and Shop Teachers prior to using before students work with a Hand Grinder. This item can be removed from the next agenda.

6.2 Ministry of Labour Field Visit- King George School- February 8, 2019

The Ministry of Labour visited King George School due to a staff critical injury wherein the stool a worker was using broke, causing the worker to hit their head and lose consciousness. No orders have been issued. This item can be removed from the next agenda.

6.3 Ministry of Labour- Notice of Compliance- Ecole Confederation- October 17, 2018

On October 17, 2018, the Ministry of Labour visited Ecole Confederation regarding a critical injury whereby an order was issued to reassess the risk of workplace violence. A copy of the updated workplace violence risk assessment was completed by Ecole Confederation and forwarded to the Ministry of Labour along with the Notice of Compliance. This item can be removed from the next agenda.

6.4 Cleaning at Offsite Locations

A committee member brought forward a concern regarding the frequency of cleaning being completed at offsite locations. The Division Manager of Operations and Health & Safety advised that the cleaning policy is specific to the lease agreement that is held at the location and is not reflective of Board policies. It was stated that if staff at these locations have concerns they should be speaking with their Supervisor to make them aware so that they can follow up with the appropriate Landlord. This item can be removed from the next agenda.

7.0 Information Items

7.1 Bulk Sample Analysis Report- Central Public School- eBase #114 (Girl's Change Room)- January 11, 2019

- Samples of drywall compound were taken from the Girl's Change Room at Central Public School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.2 Bulk Sample Analysis Report- Echo Place- eBase #22- January 18, 2019

Multiple plaster samples were collected at Echo Place Public School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.3 Bulk Sample Analysis Report- James Hillier Public School- eBase #35 (Library)- January 24, 2019

Samples of plaster and drywall joint compound were collected from the Library at James Hillier Public School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.4 Bulk Sample Analysis Report- Oakland Scotland Public School- eBase #09 & 18- January 15, 2019

Samples of various building materials were collected from Oakland-Scotland Public School. The samples did not contain asbestos. This item can be removed from the next agenda.



H-1-b Joint Occupational Health and Safety Committee

February 21, 2019
Facility Services – Meeting Room

7.5 Asbestos Abatement Site Report No. 01- Tollgate Technical Skills Centre- eBase #1024 (Corridor)- February 13, 2019

Samples of drywall compound were collected from the corridor at Tollgate Technical Skills Centre following a roof leak. All work was performed according to regulation. This item can be removed from the next agenda.

7.6 Bulk Sample Analysis Report- Dunnville Secondary School- eBase #1044 & 1045- February 20, 2019

Multiple samples of drywall compound were collected at Dunnville Secondary School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.7 Limited Designated Substance Survey Report- Dunnville Secondary School- February 20, 2019

A Limited Designated Substance Survey was completed at Dunnville Secondary School to identify possible hazardous building materials that may be present when doing renovations. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary- January 2019
Workplace Safety and Insurance Board Reportable- January 2019
Student Aggression Summary Table for January 2019
All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites- January 2019
All inspections were completed for the month of January.

8.3 Health and Safety/Facility Services Committee- Next meeting April 9, 2019

8.4 Critical Injuries
There have been 2 staff critical injuries and 38 student critical injuries for the 2018/19 school year.

8.5 Focus Group Meeting Minutes
The meeting minutes were reviewed by the committee.

8.6 Review of Ongoing Project Items- See Chart.

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



Joint Occupational Health and Safety Committee

February 21, 2019
Facility Services – Meeting Room

9.0 Health and Safety Training

9.1 Health and Safety Training dates for 2018-19 school year:

First Aid:

- Emergency First Aid: March 4, 2019 (full)
- Standard First Aid: April 24-25, 2019 (full)
- Emergency First Aid: May 9, 2019
- Emergency First Aid (Facility Services): March 11 & 12, 2019, June 28, 2019

Health and Safety Training:

- Basic Certification (Facility Services): March 11-13, 2019
- Hazard Specific Training (Facility Services): March 14-15, 2019
- Recertification (Facility Services): April 12, 2019
- Recertification (JOHSC Certified Members): April 17, 2019

BMS

- Initial Training: April 12, 2019
- Recertification: April 12, 2019

The Division Manager of Operations and Health & Safety elicited feedback from committee members for topics as a focus for the Joint Occupational Health and Safety Committee Recertification training session taking place on April 12. A report of the most common injury statistics from School Board's Co-Operative Insurance was provided to the committee for review. As an additional resource, the committee reviewed several modules offered by Workers Health and Safety Centre that provoked interest in the members such as Ergonomics and WSIB's recently introduced Traumatic Mental Stress policy. The Division Manager of Operations and Health & Safety will reach out to a contact at Workers Health and Safety Centre to collect a list of suitable modules to send to members for feedback for the next Joint Occupational Health and Safety Committee meeting to select from. This item will remain on the next agenda.

10.0 Recommendations to Executive Council

The Employee Representatives of the committee put forward a formal recommendation to the Superintendent of Business regarding the use of a Truncated Safety Plan amongst all workers at risk of being exposed to workplace violence. The Employee Representatives of the committee are requesting these plans to be shared at each school location in a confidential binder that is accessible to all staff including; teaching and non-teaching, permanent and occasional workers. This item will remain on the next agenda.



Joint Occupational Health and Safety Committee

February 21, 2019
Facility Services – Meeting Room

11.0 Inspections- Discussion (timed event with guest speaker at 1:00pm)-

The Superintendent of Business addressed the committee safety issues not being identified during monthly inspections. These are things ranging from obvious Electrical Code violations such as daisy chained power bars/extension cords, issues with unsafe appliances such as portable air conditioning units installed with cardboard and duct tape, toaster ovens on cardboard boxes or equipment in disrepair. The purpose of the visit was to elicit feedback from the committee to encourage and educate school site reps to be fully aware of such hazards and educating all on identifying these workplace hazards. Multiple suggestions were brought forward by the committee.

12.0 Inspection Training

The Division Manager of Operations and Health & Safety provided the committee with an in-depth review of common hazards that exist within schools. Examples were demonstrated to the committee to provoke awareness. The committee will work together to create educational materials to help promote awareness of health and safety hazards in the workplace for all and will discuss further at the next meeting. This item will remain on the next agenda.

13.0 Adjournment/Next Meeting(s): Meeting adjourned at 2:38pm. Next meeting is March 21, 2019 in the Facility Services Meeting Room.



As of February 2019

Joint Occupational Health and Safety Committee

February 21, 2019

Facility Services – Meeting Room

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2018- September	The Terms of Reference Review document has been approved by the Ministry. (Current agreement expires September 2022)	Review September 2021
October 2018	Lockdown-Notification of School Support	2018- October- 2019- February	Draft version of protocol reviewed by committee. Only issues noted were some grammatical and spelling errors	Review March 2019
October 2018	Emergency Protocols Including Satellite Campuses	2018- October – 2019- February	Draft version of protocol reviewed by committee. Only issues noted were some grammatical and spelling errors	Review March 2019
November 2018	Workplace Violence Risk	2018- November- 2019- February	Summary document to be created and made available for review	Review March 2019

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2019- May	Multiple locations slated

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2019	Committee Approved December 2018
HR5 – Harassment		Board approved September 2015	October 2019	September 2019	Committee Approved December 2018
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2019	Committee Approved December 2018

No.	Site	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019
Elementary Schools											
1	Agnes Hodge	C	C	C	C	A	C				
2	Banbury Heights	C	C	C	C	C	C	P			
3	Bellview	C	C	C	C	C	C		P		
4	Bloomington	C	C	A	C	C	C				
5	Boston	C	C	C	C	A	C				
6	Branlyn Community	C	C	C	C	C	C	P			
7	Brier Park	C	C	C	C	C	C	P			
8	Burford District Elementary	C	C	C	C	C	C		P		
9	Caledonia Centennial	C	C	C	A	C	C				
10	Cedarland	C	C	C	C	C	C			P	
11	Centennial-Grandwoodlands	C	C	C	C	C	C	P			
12	Central P.S.	C	A	C	C	C	C				
13	Cobblestone Elementary	C	C	C	C	C	C		P		
14	Confederation (Fr Imm)	C	C	C	C	A	C				
15	Courtland	C	C	A	C	C	C				
16	Delhi	C	C	A	C	C	C				
17	Dufferin	C	C	C	C	A	C				
18	Echo Place	C	C	C	C	C	C		P		
19	Elgin Ave.	C	C	C	C	C	C				
21	Glen Morris	C	C	C	C	C	C	P			
22	Graham Bell	C	C	C	C	C	C			P	
23	Grandview	C	C	C	C	C	C			P	
25	Greenbrier	C	C	C+C	C	C	C			P	
26	Hagersville Elementary	C	C	C	C	C	C	P			
27	Houghton	C	C	C	C	A	C				
28	J.L. Mitchener	C	A	C	C	C	C				
29	James Hillier	C	C	C	C	C	A				
30	Jarvis	C	C	C	C	C	C				
31	King George	C	C	C	C	A	C				
32	Lakewood	C	C	A	C	C	C				
33	Langton	C	C	C	A	C	C				
34	Lansdowne-Costain	C	C	C	C	A	C				
35	Lynndale Heights	C	C	A	C	C	C				
36	Major Ballachey	C	C	C	C	C	C	P			
20	Mapleview	C	C	C	C	C	A				
37	Mt. Pleasant	C	C	C	C	C	A				
38	North Ward	C	C	C	C	C	C	P			
39	Oakland-Scotland	C	C	C	C	A	C				
40	Oneida Central	C	C	C	C	C	C	P			
41	Onondaga-Brant	C	C	C	A	C	C				
42	Paris Central	C	C	C	C	C	C				
43	Port Rowan	C	C	C	C	A	C				
44	Prince Charles	C	C	C	C	C	C	P			
45	Princess Elizabeth	C	C	C	C	A	C				
46	Rainham	C	A	C	C	C	C				
47	River Heights	C	C	C	A	C	C				
48	Russell Reid	C	C	C	C	A	C		P		
49	Ryerson Heights	C	C	C	C	C	A				
50	Seneca Central	C	C	C	C	C	A				
51	St. George-German	C	C	C	C	C	C	P			
52	Teeterville P.S.	C	C	C	C	A	C				
53	Thompson Creek	C	A	C	C	C	C				
54	Walpole North	C	C	C	C	C	C	P			
55	Walsh	C	C	C	A	C	C				
56	Walter Gretzky Elementary School	C	C	C	C	C	A				
57	Waterford Public	C	C	A	C	C	C				
58	West Lynn	C	C	A	C	C	C				
59	Woodman-Cainsville	C	C	C	C	C	C		P		
Secondary Schools											
60	B.C.I. & V.S.	C	C	A	C	C	C		P		
61	Cayuga Secondary S. (incl. TP - Haldimand County Library, 28 Cayuga St. N., Cayuga)	C	C	A	C	C	C		P		
62	Delhi District Secondary S. (incl. TP - 640 James St., Delhi)	C	C	A	C	C	C		P		
63	Dunnville Secondary S.	C	A	C	C	C	C	P			
64	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C	C			P	
65	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	A	C	C	C	C	C	P			
66	G.E.L.A. - Simcoe	A	C	C	C	C	C	P			
67	Hagersville S.S. (incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville and New Start, 2319 3rd Line Road, Oshweken)	A	C	C	C	C	A				
68	McKinnon Park S.S. (incl. TP - Grace United Church 174 Cathiness St., Caledonia)	C	A	C	C	C	C			P	
69	North Park C. & V.S.	C	A	C	C	C	C			P	
70	Paris District H.S. (incl. TP - Optimist Club of Paris, 2 Elm St., Paris)	C+C	A	C	C	C	C		P		
71	Pauline Johnson C.V.S. (incl. TP - Alexandra Presbyterian Church 410 Colborne St., Brantford)	A	C	C	C	C	C	P			
72	Simcoe Composite School (Incl. TP - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St. Port Dover)	C	A	C	C	C	C	P			
74	Tollgate Tech. Skills Centre	C	A	C	C	C	C	P			
75	Valley Heights S.S. (Includes Houghton Annex & TP - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer)	C	C	C	A	C	C			P	
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium 433 Thompson Rd, West, Waterford)	C	C	A	C	C	C		P		
Support Centre											
77	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C			P	
78	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C		P		
79	Head Office	C	C	C	C	C	C	P			
80	Head Office - Facility Services	C	C	C	C	C	C	P			

Storage Facilities										
81	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C	P		
82	Langton Bus Barn, 23 Albert St. Langton	C	C	C	A	C	C			
83	Walsh Bus Barn, 93 Regional Road #3 Walsh	C	C	C	A	C	C			
Total Sites		81	81	81	81	81	81	81	81	81
Total Regular Monthly Inspections Completed		76	70	69	73	69	74	-	-	-
Total Annual Inspections Completed		4	11	11	8	12	7	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	20	13	9
Total Double Inspections Completed		1	-	1	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	-	-	-	-	61	68	72

Annual JOHSC inspection completed

A

Monthly inspection was completed

C

Two inspections completed due to a missed inspection

C+C

Monthly inspection was not completed

NC

Annual JOHSC inspection planned

P



MINUTES

Present: Denise Martins, Jeannie Martin, Trustee Claudine Vanevery-Albert, Pam Davis, Joe Tice, Sharon Williams, David Lloyd, Sabrina Sawyer, Cathi Krueger, Sherri Vansickle, Sharon Doolittle, Christina Koniuk

Regrets: Melissa Turner, Anne Noyes, Audrey Powless-Bomberry

Absent: K. Hill

A - 1 Opening

- (a) **Welcome and Introductions/Land Acknowledgement Statement** C. Vanevery-Albert
Introductions were made.

Claudine Vanevery- Albert welcomed everyone and explained the meaning of the Haudensaunee Thanksgiving Address that thanks is given to all; the people, the earth mother, the waters, the fish, the plants, the food plants, medicine herbs, the animals, the trees, the birds, the four winds, the thunder, the sun, grandmother moon, the stars, and the creator.

D. Martins read the Land Acknowledgement Statement.

Sharon Williams gave the Thanksgiving address.

B - 1 Indigenous Student Voice

- (a) **Student representatives** – Nyah Field and Patricia Jacysyn
The students introduced themselves.

Moments That Stand Out – the United Indigenous Student Council

- Working on making changes to the C.S.S. logo. One that would be respectful to the people and represent the land that Cayuga is on.
- Some suggestions were a feather or an eagle.
- C.S.S. student, N. Field submitted a letter of her idea for the logo, an eagle because it signifies great strength, peace, courage and wisdom. She also designed a logo of an eagle.
- How does this relate to the name Cayuga Warriors? Warrior means bravery, generosity
- Basic values
- S. Sawyer asked if the people who objected to changing the logo have been informed of this decision.
- They did not realize that the old logo was disrespectful and when they were informed about the headdress and that it is not part of the Cayuga Nations they understood.

Action Would be a good idea to reconvene and connect with committee, students and council?
It was suggested to open up to the community the design of the logo and then vote on the one to be used.

- C. Vanevery-Albert said it would be a good idea to meet with the Cayuga Nation regarding the logo. Claudine offered to help.



- J. Martin said that S. Hill asked the confederacy for their input last year and commented that if the school did decide to keep the headdress it should be a picture of the authentic Cayuga gustoweh.
- Generations Assembly that were about residential schools presented by Brant Theatres in Oct. and Nov.
- Meeting with the Parent Council

Overall Areas of Strength

- Strong student representation
- connections with the non-indigenous student body, includes a variety of experiences brought to the table
- strong staff advisor – supportive

Areas for Improvement

- getting kids involved in activities
- Trying to connect with all of the students alike
- Having the group is a strong step forward for the students
- Trying to have more events
- Would like to share the experiences of the United Indigenous Student Council Meeting
- More initiatives such as lacrosse, more promotion of events
- The question was asked, "What would the goals be for improvements?"
- Answer – more activities, more Native courses, would like to share events with the other schools here at Cayuga.
- Do you think the other students would like to take the Native courses?
- Would you like to see the Native Language courses here?
- Yes, they feel it is important for everyone to know the history of the First Nations people.
- C. Vanevery-Albert said be careful of saying Indigenous. All of the Nations are different, and we have History and the country and province leave us out including the Haldimand Tract which was Indigenous land.
- Claudine said if you call it Native Studies a lot of non-native students will not go. Should be included in the fabric of studies.
- Would like to see that changed
- David Lloyd – include the history of the Cayuga Nation with the logo

Recommended Next Steps

- Organizing and planning events
- Making announcements and posters so students know when meetings and events are happening
- Continue visual identity initiative; clarify the process
- Banner process

Principal, David Lloyd gave the Principal's report

C - 1 **Approval of Minutes** - December 18, 2018

C. Van-Every Albert

(a) Review of December 18, 2018 minutes

C. Krueger moved to approve the minutes; D. Lloyd seconded



D - 1 Business Arising from the Minutes

- (a) Welcome banner design student feedback J. Martin
The Indigenous Student Council Meeting was rescheduled to January 17, 2019. Students were keen in being part of this. An artist came to the meeting to share ideas and will draft some designs. Students were asked to do some visuals and ideas and walk through their school to find a good place to display the banner.
The artist will be at the next meeting to receive the ideas.
- Should have the finalized banner out by September.
 - Will look at doing something economical because it will be given to all of the schools
 - The money will come out of the Board Action Plan.
- (b) Revised terms of reference – draft for discussion C. Vanevery-Albert
- D. Martins updated Claudine on the rationale for and history so far regarding the revised terms of reference.
 - Claudine said there is no mention of consensus or a quorum, or how it will be resolved when consensus cannot be reached. She suggested the terms of reference need to better articulate the decision making process of the NAC.
 - When you have consensus it's different than just going by a vote. It is the opinion or position reached by a group as a whole.
 - J. Martin said that our people do work by decision making or consensus. And we are teaching our kids that, so it should be considered.
 - D. Martins brings forward to the board the minutes in draft form until it is accepted
 - D. Martins would like clarification so that she is asking the right question regarding consensus to the Exec. Council
 - C. Vanevery-Albert feels it puts a model forward and doesn't think the Exec. Council would have any problems with it
 - the "terms of reference" is a driving force in the Education Service Agreement.
 - J. Martin asked if everyone is okay regarding the other things that have been changed.
 - C. Vanevery-Albert would like to have more time to review the draft and changes.
 - D. Martins suggested looking over By-Law 8 and the previous minutes for the past discussion around the changes reflected in the draft
 - D. Martins also reminded members we want to have the draft through the approval process and approved for the start of next year – Sept 2019.

Action - D. Martins will check with board policies, procedures and protocols for some direction on how a consensus making model might be stated in the terms of reference.

- (c) Community Based Programs Pamphlet J. Martin

HSS, M. Turner was not able to attend this meeting, so it will be tabled to the next meeting on Tuesday, April 9, 2019.

The Newstart - Nations Grand Opening will be on Monday, April 15, 2019 – Noon to 4:00



This is an opportunity for the community, students and staff members to learn more about the programs offered and to see the facility.

E - 1 Indigenous Education Advisory Committee - update

S. Sawyer

It was a snow day, so the meeting was deferred to April 26, 2019.

F - 1 Grand Erie – Six Nations Action Plan - update

J. Martin

The Six Nations Action Plan was approved by the Board in November 2018. Actions currently underway were highlighted.

- J. Martin has a meeting with Ann Myhal to discuss how Native Studies courses can be better promoted to all students
- Next P.D. day is April 12 and will be Indigenous focused. All secondary school staff will participate in the presentation that will be given to the principals and there will be activities planned for the afternoon
- Some ideas are the blanket activity, the cultural centre, residential schools,
- First team planning meeting is scheduled for March 1, 2019
- J. Martin asked if anyone has suggestions or would like to participate to please contact her directly.

G - 1 Education Services Agreement Report 2017-18

J. Martin

Met with Band Council on January 17 and presented the report. Questions were raised and were answered.

- Need to keep sharing information so they know what is happening within the schools, students and the community.
- Felt it was presented well and the information was very comprehensive.

H - 1 Discussion Items

(a) Grade 7 tours J. Martin

Dates for Six Nations students are scheduled for April 5 (Haldimand) and April 26 Brantford

(b) Indigenous student trustee

J. Martin

The Indigenous Student Trustee is no longer a registered student, so he had to resign his position. All schools are asked to send their representatives. Two applicants have been submitted. The applicants will speak to the student council and the student representatives will vote on who they choose and then it will be presented to the board. Trustee C. Vanevery-Albert was invited to come to the Indigenous student council meeting this week.



(c) Student Census –

S.Sawyer

The Grand Erie Student Census is a board wide initiative for students from Grade 4 to Grade 12. The student census is to be completed in class and are questions that ask students about themselves both inside and outside of school. The information is voluntary and to be kept confidential. The goal of the census is to help identify and eliminate barriers for students.

- S. Vansickle said that as a native woman she has concerns about the collection of personal data and how it may be used against us. What is the boards game plan and how will they use the personal data collected by the ministry?
- D. Martins said that the intent is not to dissect or interpret the census down minutely
- The information is to be used to improve learning for students and inclusiveness.
- If you have any concerns, contact Wayne Baker
- Protected by the freedom of information
- S. Vansickle said she doesn't want this to be used to marginalize schools and students
- C. Vanevery-Albert said that we have to be careful how the data is used
- D. Martins will endeavour to monitor the outcome
- S. Williams is concerned regarding the student sexuality and social economics questions and feels this is very difficult for some of the students and very evasive. She asked why the kids can't just opt out instead of having to get the parents to request a form to fill out. S. Sawyer said if the students want to opt out they can.
- The census was going out with the report cards. The system roll out is after March Break
- D. Martins said she understands that trust and sensitivity is a huge factor in how the information is used and how it is to be collected. This is the first time the Grand Erie District School Board has done a census. It is to be used to bring about positive change and will need to be handled with sensitivity and is hopeful over time that it will benefit all of the Grand Erie students in the long run.

(d) Labels

S.Sawyer

An issue happened regarding a family member of a student coming to school upset and offended by a library book that they felt to racially offensive. S. Sawyer was made aware of this and she has been problem solving to correct this issue. The idea is to use a labelling system highlighting what the contents are.

- C.Vanevery-Albert said isn't that the idea of critical thinking and reading a book is somebody's idea and story.
- Some people are more intense and there is a need to be sensitive to our community
- D. Martins – said this is about cultural awareness and sensitivity
- S. Sawyer will check what books are in the school library's and which ones should have labels.
- S. Sawyer will share the proposed wording and will be looking for feedback
- J. Martin – is this just for library books or does it also include course resource books?
Sabrina said the focus is library resources as a start.



This is the most recent version of the wording, that was passed through the Communications Department:

Content Warning:

- The language in this book, may be offensive to some readers.
- The Themes in this book may be triggering for some readers who have experienced racism, colonialism, prejudice, violence, abuse, or residential schools.
- While some of the language and references are outdated, the content included within this book is relevant and informative, and it furthers The Truth and Reconciliation Calls to Actions, specifically section 62 and 63. *Education Reconciliation:*
 - o 62. i. *Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students*
 - o 63. i. *Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
 - ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
 - iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.*

Grand Erie District School Board is committed to providing trauma-informed practices. This book provides historical information that supports offering authentic Indigenous voices in schools and learning about Indigenous perspectives and history.

(e) Cultural Mentorship Project

J. Martin

- The Cultural Mentorship Project is being implemented this semester at the Nations-NewStart campus. The first speaker was Renee Thomas Hill who told the Creation Story. The students were very engaged in this presentation.
- There is a full line-up of speakers and events, songs and teachings, including:
 - History of Haudenosaunee people
 - Great Law
 - Grandfather teachings
 - Nature/medicine walk

I - 1 **Adjournment**

- Next meeting is Tuesday, April 9, 2019 at 9:00 a.m. -11:30 a.m. hosted by Brantford Collegiate Institute and Vocational School



MINUTES

Present: D. Abbey, B. Doyle (via telephone), J. Ecklund, L. Howells, K. Newhouse, S. Noort, G. Rousell, C.A. Sloat, T. Zebroski

Recording Secretary: E. Roberts

Regrets: S. Bell, A. Smith, C. Smith.

1. Call to Order/Welcome

D. Abbey

The Privacy Information Management meeting was called to order at 3:00 p.m. D. Abbey welcomed members to the meeting.

2. Review of Previous Minutes /Actions

All

The minutes of the November 1, 2018, Privacy Information Management meeting were reviewed and accepted.

3. 2018-19 Action Plan

D. Abbey

Discussions are continuing with bargaining groups regarding the signing of a confidentiality agreement with Grand Erie. The progress of further action items on the audit assessment list were reviewed. The list will be updated on an on-going basis reflecting the status of each item.

4. Privacy Audit Results Next Steps

4.1 Website/Communication

T. Zebroski

Information on both the Grand Erie website and staff portal is being enhanced with privacy related links to resources. Information available to the public states how Grand Erie maintains and safeguards confidential student and family information. The portal contains training links and resources including videos related to privacy and prevention of privacy breaches. The guide to Privacy and Access in Ontario Schools January 2019 includes fact-sheets for parents, students and staff discussing rights to privacy, legislation, collection, use and disclosure of confidential student information.

4.2 Training/Education

T. Zebroski

Role-specific training will be provided to all Grand Erie staff, trustees and volunteers in accordance with SO19 Privacy and Information Management. Periodic reminders highlighting key areas of focus are planned to be communicated on an on-going basis.

4.3 PIM Training Video

T. Zebroski

A Grand Erie specific staff training video has been scripted and will be produced during the spring of 2019 for training commencing in the 2019-20 school year.



B. Doyle departed from the meeting at 3:50 p.m.

4.4 Retention

L. Howells

Principal leaders have reviewed and provided feedback on the draft records management retention list. Descriptors used were taken from the Privacy Information Management toolkit. The list, when finalized for initial posting, will be made available as an interactive document for reference on the portal.

4.5 Web App Tool

D. Abbey

A tool developed by MISA and used in other boards for looking-up and identifying suitable and preferred applications and websites was shared with committee. The tool will support the needs of the classroom, educators and students, and help ensure confidential information will be safeguarded. The user will be advised if similar Grand Erie applications are available (from Information Technology Services). Risks with associated applications will be flagged, and licensing and related legislation and Ministry policies and procedures will be accessible within the tool.

5. Next Meeting –Thursday, May 2, 2019 – 3:00 p.m., Norfolk Room, Education Centre

6. Adjournment – 4:15 p.m.

MINUTES

Present:

STSBHN Board of Directors:

GEDSB: Rafal Wyszynski, Superintendent of Business & Treasurer - President
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Christina Speers, Trustee

BHNCDSB: Mike McDonald – Designate Director of Education
Bill Chopp, Trustee – Director

CSC MonAvenir: Mario Nantel, Director of Transportation – Director

STSBHN Recording Secretary

Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB

Regrets: James Richardson, GEDSB Trustee- Director
Brenda Blancher, GEDSB Director of Education
Dereck Chin, Chief of Business – Director

1.0 Call to Order, Welcome and Introductions

The President called the meeting to order 9:10 a.m.

2.0 Approval of Agenda for October 30, 2018

M McDonald requested a discussion on website be added as an additional item under item 721 of the agenda.

Moved by: B Chopp

Seconded by: M Nantel

“That the STSBHN agenda for March 5, 2019 be approved as distributed.”

CARRIED.

3.0 Approval and Signing of Minutes

3.1 Minutes of October 30, 2018

Moved by: M Nantel

Seconded by: B Chopp

"That the minutes of October 30, 2018 be approved as distributed."

CARRIED.

4.0 AGM and Election of Officers

4.1 Appointment of the STSBHN Officers

P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations for 2019.

Moved by: B Chopp

Seconded by: M Nantel

"That the Board of Directors for 2019 be as follows:

Rafal Wyszynski Superintendent of Business and Treasurer GEDSB- President

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

Mike McDonald, Superintendent of Business, BHNCDSB- Director

James Richardson, Trustee GEDSB -Director

Bill Chopp, Trustee BHNCDSB-Director

Bobby Somaroo-Superintendent of Business, CSDCCS-Alternate Director

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

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

CARRIED.

4.2 Appointment of the 2018-19 Auditors

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

Moved by: B Chopp

Seconded by: M McDonald

"That Millard, Rouse and Rosebrugh be selected to audit the 2018-19 Financial Statements."

CARRIED.

5.0 Business Arising from Previous Meeting

5.1 Policy and Procedures Approval 018-023

P Kuckyt highlighted the proposed changes and directed the committee to the summary page which contained responses back from other trustees.

In response to a question, surrounding driver enhancements for bus drivers and if this was included in the approved operating budget, P Kuckyt indicated that an initial enhancement of \$1.50 per hour is included in the current STSBHN budget. At the time of negotiation, STSBHN verbally committed to reviewing another driver enhancement for the 2019-2020 school year.

Further discussion included whether the First Ride Program has been included for the upcoming budget. P Kuckyt reported that the program is in place and STSBHN will be working with the Principals to promote the program. Funding for this program will be included as part of the upcoming operational budget.

Moved by: M McDonald

Seconded by: B Chopp

"That procedures 018-023 be approved as circulated."

CARRIED.

6.0 Standing Business

6.1 KPI's

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

Financial-Identified slight changes to the vehicle class type, specifically the quantity of taxis being utilized. Reported that there has been an increase in the use of a riders aides, however this does not financially impact the member boards as the request came from W. Ross MacDonald, a Provincially funded school.

Service Performance- Clarified that on time performance does not include inclement weather days.

Safety-Reported on the increases in preventable accidents but identified that the accidents were minor in nature. In response to question, the number of students reported due to an anaphylaxis reaction on a school bus is included in the safety KPI.

General Ridership-Reported that STSBHN continues to manage courtesy ridership and further reported that the costs for this service does not impact the operational budget but it does change the member board proportional costs on routes that courtesy students ride. The committee discussed that courtesy riders are reviewed and approved annually through an application process.

Communication- Reported a significant increase in the volume of traffic on the website and a consistent increase in the number of twitter followers, likely due to number of inclement weather days experienced this year.

6.2 Goals and Objectives

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

Short term- Routing and Technology Pilot, the third party was not able to start this initiative at the previously scheduled time but will be working on a single bus pilot in the spring.

Medium term- Contracts and agreements has been moved to short-term goals. Working with the Niagara consortium to share resources and to draft the request for proposal and supporting agreement.

Long Term Goals-no changes to report.

P Kuckyt indicated that the grey items in the table are completed and will not be included in the reporting moving forward.

6.3 Budget Analysis Report

P Kuckyt reviewed the Budget Analysis Report, ending January 31, 2019 and reported that the STSBHN is tracking on budget.

7.0 Standing Business

7.1 Policy and Procedures Review

The committee received the Policy and Procedure 024-028 as information only.

The committee agreed to provide feed back on the draft policies and procedures 024-028 to P. Kuckyt on or before May 3, 2019.

P Kuckyt indicated that Policy and Procedure 024 now include some additional language to assist with service and safety related issues. The committee discussed the alternative approaches which would provide flexibility with cancelling transportation but having schools remain open for specific weather events, such as fog and extreme cold temperatures.

It was highlighted that the header format for Policy and Procedures now identify the last review date. The committee concurred that the last review date is valuable and P Kuckyt will updated the headers to include the last review date as they are reviewed.

7.2 Website Review

M MacDonald indicated that with some recent issues, he asked if the STSBHN is considering moving the website service to be hosted on the cloud. In response, R. Wyszynski indicated that a cyber attack was the cause for the website to crash on February 27, 2019. He further clarified that the cloud would be required for the Bus Planner but the hosting of STSBHN server will remain with GEDSB unless it is determined that another solution is more suitable. The Information Technology Department is working developing a report that will outline the issues with the website. This will be shared with STSBHN Board of Directors.

P Kuckyt reviewed some of the challenges with the information sharing between the two websites of STSBHN. The module on the home page is not retrieving the data from the BusPlanner site, causing inaccuracy of information presented to the stakeholders on the website.

8.0 Adjournment

Moved by: M Nantel

Seconded by: M McDonald

"That the March 5, 2019 STSBHN Board of Directors meeting be adjourned at 10:34 a.m."

CARRIED.

Next Meeting dates

All located at the GEDSB-Brant Room, 9 a.m.:

- Tuesday May 28, 2019



MINUTES

Present: Chair Sarah Nichol, Brenda Blancher, Yvan Brochu, Barkev Poladian, Nancy Waldschmidt, Tom Waldschmidt, Jean Montgomery, John Harris, Kimberly Newhouse, Jen Smith, Eva Dixon

Regrets: Susan Gibson, Tiffany Knight-Leegstra

Recorder: Valerie Slawich

A - 1 Opening

B. Blancher

(a) Welcome

- Brenda welcomed everyone and introductions were made.

B - 1 Minutes

S. Nichol

(a) Approval of Minutes

- Tom Waldschmidt moved, and Jenn Smith seconded approval of the minutes.

(b) Business Arising from the Minutes

- None.

C - 1 Financial Report

B. Blancher

(a) GEPIC Budget

- The GEPIC budget remains unchanged.

D - 1 Updates from the Board Table

E. Dixon

(a) Eva Dixon commented that the board is engaged in budget planning.

E - 1 Director's Update

B. Blancher

We are at the point in the school year when planning for the next school year starts to gear up with staffing considerations and budget planning.

(a) **New Indigenous Student Trustee** – Allan St. Pierre, our first Indigenous Student Trustee, left Grand Erie to begin a post-secondary program at the end of January which meant he was no longer eligible to sit as a student trustee. According to our Bylaw on Student Trustees, the Board determines whether or not to fill the vacancy and it was decided that since half of the school year was still left, we would proceed. Through a by-election process, Ashley Catrysse, a Grade 12 student at Waterford DHS was acclaimed to fill the vacated position and she attended her first meeting this past Monday.

(b) **Pink Shirt Day** - Grand Erie schools and sites participated in Pink Shirt Day, part of an international movement to stand together against bullying and intimidation and other misuses of personal power. – February 27th – lots of Twitter activity

(c) **New Positions** – Indigenous Cultural Mentors at McKinnon Park and Hagersville Secondary Schools – interviews were held this past Monday. These are non-teaching positions with the mandate of supporting Indigenous student in secondary schools on their pathways to post-secondary – work, training, college or university. Only 17 school boards are part of this project.



H-1-f Grand Erie Parent Involvement Committee

March 7, 2019, 6:30 pm
Dogwood Room, Waterford District High School, Waterford

- (d) **Unprecedented Number of Inclement Weather School Closures** – 6 days the entire system was closed. Over the past 6 years, not counting this year, we have had an average of 1.5 closures per year.
- (e) **Ministry Announcements - Memorandum from the Deputy Minister of Education** February 28, 2019 to all Directors and Board Chairs:

In recognition that school boards are now preparing for the 2019-20 school year, we are being asked to exercise prudence in making hiring decisions in light of the upcoming provincial budget and recent consultation on class size and hiring practices.

The government will be carefully reviewing the feedback received in the coming weeks and will continue to engage boards and labour partners on any plans and next steps.

School boards are advised to defer the annual processes of filling vacancies for retirements and other leaves related to teachers and other staff until the Minister of Education provides an update to the sector on or before March 15th.

In June 2018 the Ontario government implemented a hiring freeze. The Ministry is suggesting that school boards may wish to institute similar measures.

The Senior Admin team has had one meeting regarding our staffing process which was prior to the DM's memorandum being released and we have another meeting scheduled this Friday. We are aware of the challenges we are likely going to be facing and we are being very cautious in decision making around our typical processes that happen this time in the school year.

F - 1 **GEPIC Chair's Update**

S. Nichol

- (a) **GEPIC Grant Awards**
 - Grant application cut-off was February 11th; successful applicants have been notified.

G - 1 **Planning, Discussion and Sharing**

K. Newhouse

- (a) **Spring Event "Paul Davis" April 16, 2019 | 6:00 – 8:30 pm | NPCVS**
 - <http://socialnetworkingsafety.net/> Smart Parenting and Social Media
 - light dinner 6:00 – 6:30 in the cafeteria with Paul Davis starting at 6:30
 - Media release went out today; Sarah will be doing a radio interview on 98.9 myFM Simcoe tomorrow; and written content was sent to Principals today for inclusion in school newsletters
- (b) **Ideas for events in 2019-20**
 - Cultural diversity
 - Parent engagement is difficult: what resources can we provide to reduce barriers for parents whether it be language, culture, financial, mental health?
 - Mental Health
 - Please think about ideas for the next meeting in May



Grand Erie Parent Involvement Committee

March 7, 2019, 6:30 pm

Dogwood Room, Waterford District High School, Waterford

H - 1 Other Business

(a) None.

I - 1 Adjournment

Nancy Waldschmidt moved to adjourn the meeting at 8:07 pm; Tom Waldschmidt approved.

J - 1 Dates 2018-19

(a) May 2, 2019

Draft