

## AGENDA

A - 1      Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session
  - i) Legal Matters
  - ii) Property Matters
  - iii) Personnel Matters
- (d) Welcome to Open Session (7:15 p.m.)
- (e) Agenda Additions/Deletions/Approval
- (f) In Camera Report
- \* (g) Delegation - M. Cosco re: South East Norfolk Elementary ARC
- \* (h) Delegation - K. Begin re: South East Norfolk Elementary ARC
- \* (i) Delegation – J. Bradfield re: South East Norfolk Elementary ARC
- \* (j) Delegation- Y. Martin re: South East Norfolk Elementary ARC
- \* (k) Delegation – L. Kitchen re: South East Norfolk Elementary ARC

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

- \* (a) South East Norfolk Elementary Accommodation Review  
Committee – Addendum Information (From September 12, 2016) J. Gunn

## C - 1      Director's Report

- (a)

## D – 1 New Business — Action/Decision Items

- \* (a) Communications Ad Hoc Committee – Terms of Reference B. Blancher

## D-2 New Business — Information Items

- |       |  |                      |
|-------|--|----------------------|
| * (a) | Enrolment Update   | J. Gunn              |
| * (b) | Data Report – EQAO Board Report                                      | L. De Vos/D. Martins |
|       | i. Primary/Junior  |                      |
|       | ii. Grade 9 Math   |                      |
|       | iii. OSSLT   |                      |
| * (c) | Data Report- Voluntary Aboriginal Self-Identification (SO16)         | B. Blancher          |
| * (d) | Primary Class Size Report  | J. Gunn              |
| * (e) | 2016-17 Board Action Plan on First Nation, Métis and Inuit Education | B. Blancher          |
| * (f) | Public Consultation Plan for Special Education Plan Annual Review    | L. Thompson          |
| * (g) | Compensatory Education Plan 2016-2017                                | L. Thompson          |

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

- \* (a) BL8 Committees of the Board (Compensatory Education Steering Committee) Terms of Reference (A) L. Thompson



## Committee of the Whole Board

Monday, October 17, 2016  
Board Room, Education Centre

- \* (b) BL8 Committees of the Board (Grand Erie Parent Involvement Committee) Terms of Reference (A) B. Blancher
  - \* (c) BL8 Committee of the Board – Removal of Communications and Engagement Committee as a Standing Committee (A) B. Blancher
  - \* (d) BL19 Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner (A) B. Blancher
  - \* (e) BL26 Chairs' Committee (A) B. Blancher
  - \* (f) BL29 Student Trustees (A) B. Blancher
  - \* (g) F7 Disclosure of Wrongdoing (Whistleblower) Policy (C) J. Gunn
  - \* (h) HR3 Staff Development (C) S. Sincerbox
  - \* (i) P1 Special Education Guiding Principles (C) L. Thompson
  - \* (j) FT10 Green School Construction and Renovation (A) J. Gunn
  - \* (k) FT11 Community Planning and Facility Partnerships (A) J. Gunn
  - \* (l) SO2 School Councils (A) B. Blancher
  - \* (m) SO4 Advertising (A) B. Blancher
- E – 2 **Procedure Consideration — Information Items**
- \* (a) FT117 Green School Construction and Renovation (R) J. Gunn
- F – 1 **Other Business**
- \* (a) OPSBA Report C.A. Sloat
- G – 1 **Correspondence**
- \* (a) Peel District School Board
  - \* (b) Bluewater District School Board
- H – 1 **Adjournment**

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

Grand Erie Parent Involvement Committee	October 20, 2016, 6:30 p.m.	Norfolk SSC, Dogwood Room
Chairs' Committee	October 24, 2016, 5:45 p.m.	Norfolk Room
Board Meeting	October 24, 2016, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk Committee	October 25, 2016, 1:00 p.m.	Norfolk Room
Special Education Advisory Committee	November 3, 2016, 6:30 p.m.	Board Room
Committee of the Whole	November 14, 2016, 7:15 p.m.	Board Room
Native Advisory Committee	November 15, 2016, 1:00 p.m.	McKinnon Park SS/Six Nations Turning Point
Audit Committee	November 22, 2016, 6:00 p.m.	Norfolk SSC, Dogwood Room

*SUCCESS* for Every Student

Melissa Cosco

I wanted to take this opportunity to thank all of the board members and anyone who has taken the time to be involved in this arc process. The process has been a stressful and consuming one for many.

I wanted to take a minute to reflect how this started. Lots of emotion, many rumours and so much division of a community. This started with a behind the scenes, our school is better then yours, our language based school deserves more then the other language based school, outraged parents claiming many things that just doesn't work for them.

Selfishly, myself included couldn't look past that in order to support our kids in the best way we need to focus on this as a whole. A whole body of students, teachers, families, friends and community as one. What option suits us as one in the best way. The most supportive, caring easiest, logical and cost effective.

I attended my first ever parents council meeting when it was planned to have the meeting in regards to the arc just after it. I walked in looking to yell and shout about how this can't happen. I can't let this happen to MY kids. I walked out completely changed. I walked out now part of a team that was committed to finding the best solution for an entire community. People banded together to prove why keeping West Lynn open was the only choice that met the needs of all of us. Not just MY kids. All of US.

I could go through and list all of the reasons to keep West Lynn open and either splitting the French Immersion from JK to grade 3 at Walsh and 4-8 at Dover Public or two seperate programs split between the two schools ; accesibility and cost associated with the upkeep and challenges of repairs to an elevator, the lack of use for West Lynn property for anything but a

school vs. a property that allows the community to continue to grow and will allow growth for the future of the hospital and nursing home, how financially the cost involved is far less and has less disruption to the students lives, how having the french immersion split or having two seperate programs at two locations keeps a school open instead of it inevitably closing yet another school, but that's been stated so many times that I know it can't be ignored and has been understood.

I will add to that by saying how when researching schools and options for a child who doesn't fit into any typical student checklists needs that, above any other school West Lynn was always suggested as the best option when it came to supportive teams. Even though, it's the only school without a designated special education class.

I want to touch on how this can bring us together because it has already started. I never really thought about how I mattered in my kids school or that I could be of any use. I took for granted all of the behind the scenes people. I have witnessed something pretty great and that alone is worth saving. I witnessed and was welcomed with open arms to become part of that change. Many little pieces became one and worked magic. Each person added something in one way or another. Together not only was an option to keep our school opened created but options for our community and the other schools in the community. Banded together our tiny community changed the arc proposal from closing to keeping it open. How? By proving with facts, plans, written letters, delegations, meetings and speaking to each other hearing all the voices. Hearing out what our community has to say and being the voice and advocating for all, not just West Lynn. We stood proud and created floor plans, physically showed how [the kids will spend less total time on a bus which in return is more cost effective also](#). Asked the people who it could directly involve to also voice how they support this and can benfit or help makes this happen. It was looked at from all angles. This shows what kind of school we are. We are putting forth the

best option for everyone. I'm not only happy about the decision to put forth a new suggestion to the board but I'm beyond thrilled to actually feel like I'm part of my community. I mattered. My family will continue to matter and so will everyone else's when choosing to keep West Lynn open.

In closing, I want to say thank you for providing an opportunity to teach me that I mattered and I belong and taught me that if I feel strongly enough that change needs to happen my voice can help. Thank you for hearing out and looking at the options as a possibility. I fully support this option and appreciate the chance to tell how this is important to me.

Delegation from Kelly Begin:

Hi, my name is Kelly Begin and I'm a parent of 2 current Elgin Eagles. Elgin parents have been to each of the arc meetings and trust me, we have done our homework!! We have recently obtained more information that I feel is extremely important for you to see.

Elgin Ave PS is the only option to provide the most central location in the town of Simcoe and large enough for consideration to keep the current Special Education programs (Mixed Exceptionalities, Autism and Norfolk Enrichment Campus) at Elgin in tact – plus there is room to grow.

Please look at the Walking Web Map provided by GEDSB.

The blue paths are current Elgin students who walk and the green paths are the current West Lynn students who walk.

On the map where the green overlaps, the blue, those students could walk to both schools.

**If Elgin stays open only approximately 22-26 more West Lynn students would be bussed.**

**If Elgin closes – 200+ Elgin students would be bussed.** on top of the 130 West Lynn students already riding the bus – which means 70% of all the students will be bussed at the renovated West Lynn.

Many parents at the first delegation raised concerns for 22 new riders if West Lynn closed and cited lack of physical activity being lost to bus times ... I wonder what their views are now under the recommendation change and it's 200-225 children – 9x more?

Are you hearing their voices now? ... because you should.

Does the current recommendation align with Active School Travel? It has been proven that children who walk are more alert and ready to learn – you will be taking that away from over 200 children who live central to Simcoe, because they will be riding buses. Add to that, Many Elgin families do not have transportation or funds for extra curricular activities and sports. School teams are their only opportunity to be involved in organized sports. These children will now be riding buses home instead of possibly playing after school sports in their community.

Has consideration even been given for transportation costs, fuel emissions and carbon footprint, and additional resources needed by staff to manage the traffic for the possible 4-5 additional buses dropping children off at West Lynn.

The plan to renovate Elgin has already stated that moving West Lynn students to Elgin will NOT add any additional transportation costs to GEDSB. There has been no information published on how much bussing will cost should Elgin close.

The expanded West Lynn PS was quoted to have a 489 student capacity – if you put our 2 schools together today, all the children from both schools would not fit into the expanded West Lynn school. There most likely will be no further capacity for West Lynn to expand even with

the purchased land. Elgin sits on 7.9 acres, has room to grow after expansion and will utilize land more efficiently because it is multi-levelled.

The current recommendation to close Elgin, in 10 short years, puts Lakewood PS at 99% capacity and is totally dependant on enrolment between West Lynn and Elgin declining by 50 students.

If Elgin is expanded and renovated, the South East Norfolk area retains 41 seats more overall that would provide a utilization buffer in 10 years and offers BALANCED utilization across ALL schools.

Are we willing to risk our children's future on a plan that has no known/published financial information for expansion and bussing and puts certain schools at risk for capacity in 10 years?

Thank you. Kelly Begin

Dear Mr. Gunn and the Grand Erie Board:

Thank you for allowing me input at your Lynndale Heights school Accommodation meeting.

As you are aware, I am a 3<sup>rd</sup> generation life long resident of Simcoe? Haldimand-Norfolk? Norfolk? or whatever. My parents contributed to the building of Elgin School through the Norfolk Public Board of Education.

Elgin school was built by the tax dollars in the 1950's to accommodate the families of Veterans of World War II and paid through the 1950 taxation for their investments into the future. Now, like myself, are older empty nested and thinking about what the future will bring.

It is a wise decision to close Elgin school. This will allow future expansion of the hospital and convert this 1950's investment into seniors housing and geriatric care. Thank you for returning this asset by the taxpayers of Simcoe to be used for seniors care.

It is rumoured that West Lynn may be a favourable choice, Having looked at this through senior's eyes (now bifocals). I feel that West Lynn would be more suited for senior affordable housing (similar to Scott Ave). These aging independent taxpayers would be rewarded for their tax dollars invested during the Red Kelly bowling lanes and Tastee Treat years. This location boasts a Sobeys grocery store, a pharmacy and even a Tim Hortons coffee shop etc, all within walking distance.

Okay, so where can a public school go? I suggest that the Grand Erie Board of Education construct a brand new school on the Landon and Bennett properties which would be central to the struggling Junior Millennials. This would be adjacent to the fairgrounds. By choosing this site, Grand Erie would avoid several issues:



1. No students would be disrupted during the construction.
2. This would be built with modern technology with possible solar panels etc.
3. There would be no friction from the loyalty of West Lynn versus Elgin students.
4. The seniors would be rewarded for their now inflated contribution to the Norfolk Board of Education.

Thinking in the long range, "What happens in Ancaster happens in Simcoe 20 years later."

Since the Norfolk County fair has 14.3 acres in the centre of Simcoe which is serviced by water, sewer and hydro and is tax exempt. Consideration may be given to re-locating the fair to the Experimental farm on Highway #3, also tax exempt. All the fair building would remain at the present fairgrounds and the sections fronting on John Street and Queen Street could be a blend of multi and single family residential properties. The closeness to the new school would bolster "bums in the seats" in not only the new school but close to Holy Trinity and SCS. The Curling club, swimming pool and Farmers market would remain and only the unused track would be removed.

In time, the 53 acres of the experimental farm adjacent to Highway #3 bounded by the Blue line, Culver Side Road and the old railroad track could become the new fairgrounds. This would showcase the diverse economy in Norfolk County.

I have taken the liberty of enclosing a similar scale map to help understand my suggestion. I hope you consider seniors who built these facilities when interest rates were at 18%. Now you can invest in Grand Erie's future at prime plus ½ or about 2%.

Respectfully submitted,

Jack Bradfield

## TIME TABLE OF EVENTS

Oct 2016- Grand Erie Board Of Education makes a decision to close Elgin.

Jan-March 2017- GEBE talk to fair board and the Landon- Bennett properties about amalgamation of properties including placement of new school parking, teachers, parking, school bus access etc. This may also include arena parking to occupy north section of Golden Garden park.

Sept 2017- Formalize plans for an ultra modern energy efficient school with automatic locking doors and visual surveillance inside and out.

March 2018- Start construction of new school.

Sept 2018- New school ready to receive new blended pupils of Elgin and West Lynn.

Sept 2018- Elgin School turned over to Norfolk County to study new county office, long term geriatric suites and hospital parking.

Sept 2018- West Lynn School closed and made into a seniors home similar to Scott Ave.

Nov 2018- Fair board to locate on southerly 53 acres of the Experimental farm. Fair Board to sell unused parking area and east track for housing development. The present fair board building would remain as the curling club, swimming pool, arena and farmers market. The Grandstand maybe enclosed to become a greenhouse with solar panels on the roof to service the new subdivision of modest housing for families who are just starting out similar to Kin Villa.

Oct 2019- 1<sup>st</sup> Norfolk County Fair to be on #3 Highway which should attract more patrons .

This plan would infill the largest vacant space in Simcoe which is tax exempt with services on South Dr., Queen St, and John St. The tax base of the county would increase.

The closure of Elgin and West Lynn would benefit the local seniors who's taxes paid for these facilities in the 1950's and 1960's.

The Fair Board would improve their bottom line by selling the residential lots and locating on tax free land on #3. The school would benefit with more "bums in the seats", from the new residential lots as well as being central between West Lynn and Elgin.

The Grand Erie Board would benefit by building a new school to educate our most precious asset which is the next generation of taxpayers and workers. The construction of the new school housing and the fair relocation would create jobs.

Respectfully submitted,

Jack Bradfield







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Trustees of Grand Erie and District School Board,

Thank you for your time and consideration. There are many questions so many of us have in regards to the GEDSB Senior Administration's recommendation change to close Elgin Ave PS and to purchase residential land in order to keep West Lynn PS open.

Unanswered questions from the original ARC meetings remained which we are hoping to have answers for. There are many more questions that come with the new recommendation in the final report – please take in to account and deliberate the many concerns:

## **1. Capacity**

The known recommendation plan to expand West Lynn School has been referred to as 5-6 classes, with 489 total student spaces. Current enrolment at West Lynn is 302 and Elgin is 239 – that is 541 students currently enrolled in both schools. During the ARC meetings the data provided, indicated 265 West Lynn and 225 Elgin students totalling 490 – the report plan puts West Lynn at capacity from day one.

If enrolment remains high, what will happen with the excess 50 or so students? Will boundaries be changed? Will rural West Lynn students be relocated to Walsh, Lakewood or Lynndale? Will the Elgin special education students be at risk for not having the appropriate classroom requirements or moved outright? Will the expanded West Lynn have to rely on portables from the get go until enrolment drops to the desired utilization?

Dual Track French Immersion is not limited to the West Lynn expansion. The expanded Elgin PS plan can also support dual track French Immersion (Lakewood and Walsh) under Option 5A (first option) on the final report. Please keep in mind that the Elgin expansion adds 41 more OTG spaces than the plans for West Lynn and has an enhanced overall school plan that incorporates Special Education.

## **2. Busing**

There will be 200 or more additional children from Elgin, arriving to school on buses (both standard and special education), many more family vehicles and children walking and riding their bicycles. Has consideration been given for a transportation study of Parker Drive? Will this be mandatory with the rezoning of residential land? Is the current road network capable of handling an expanded West Lynn – during construction and after for years to come?

There could be 10 or more additional buses utilizing Parker Drive for morning drop off and afternoon pick up of students. Parker Drive intersects Norfolk St S at a T intersection; there is a stoplight a block away at Decou Rd and the Whitehorse Mall. Decou does not align with Parker Drive which makes this intersection very difficult to navigate. There is a busy Tim Horton Drive Thru across the street from West Lynn PS. Sobeys, KFC and Dollar Store have receiving areas with transport trucks delivering goods is also in close proximity. Have all these risks been considered?

How will the intersection of Norfolk Street and Parker Drive handle the excess traffic and pedestrians in conjunction with the stoplight one block up? Have you considered how this will

affect Norfolk St traffic flow and how this will cause safety hazards with the necessity of some buses turning left to access Norfolk Street in order deliver children back to the centre of town?

Will buses be utilizing Parker Drive and the other surrounding subdivision streets that have no sidewalks? Will our school buses be driving down these streets, past walking students who have no access to a sidewalk? Will our children be safe? Has the research been done?

The town of Simcoe is not accustomed to many school buses in our town's busy main streets in the vicinity of Queen, Queensway, West, Cedar, Robinson, Norfolk and Colborne. What happens if one complacent driver ignores the red flashing lights of the bus? Every one of the additional 200+ children are at risk – how will the greater community adapt to the increase of the many school buses to our town's core traffic?

As per Green Communities Canada, in 2008 the cost of maintaining one single school bus was \$40,000, plus there is fuel, labour and principal and staff time required to manage bus traffic flow and get many children on buses – have these resources been considered. Has the impact to the Transportation budget and our environment been considered?

The Elgin PS Site has ample frontage and the 200+ students at our school should remain walking with improved long term bussing costs , transportation safety hazards and environmental impact. All streets accessed by buses have sidewalks on both sides. Both Bellevue and Elgin Ave have 2 hour parking restrictions Mon – Friday, 9 AM to 6 PM and parking is only permitted on the east side of both streets.

Please review and compare the 2 schools – come to both schools and observe the traffic, our student walkers and available school land for use.

Is GEDSB truly in favour of a 70% bussed school over a 63% or more walking school?

### **3. West Lynn Expansion – Land Acquisition and Rezoning -Water, Sewer, Green School Construction and Costs**

Has a side by side comparison been done between Elgin and West Lynn under option 5A of the final report? Has Green School Construction and Renovation been considered and compared?

Is the planned land acquisition in keeping with GEDSB site selection criteria? Has habitat, development density and reducing the load of automobile use to promote healthy communities been considered? Has stacking of floors been encouraged?

With the acquisition of new land and expansion, is there adequate water and sewage allocation as per the Norfolk County Master Plan? Norfolk County has capacity issues with water allotment – has availability been confirmed? Have studies been done?

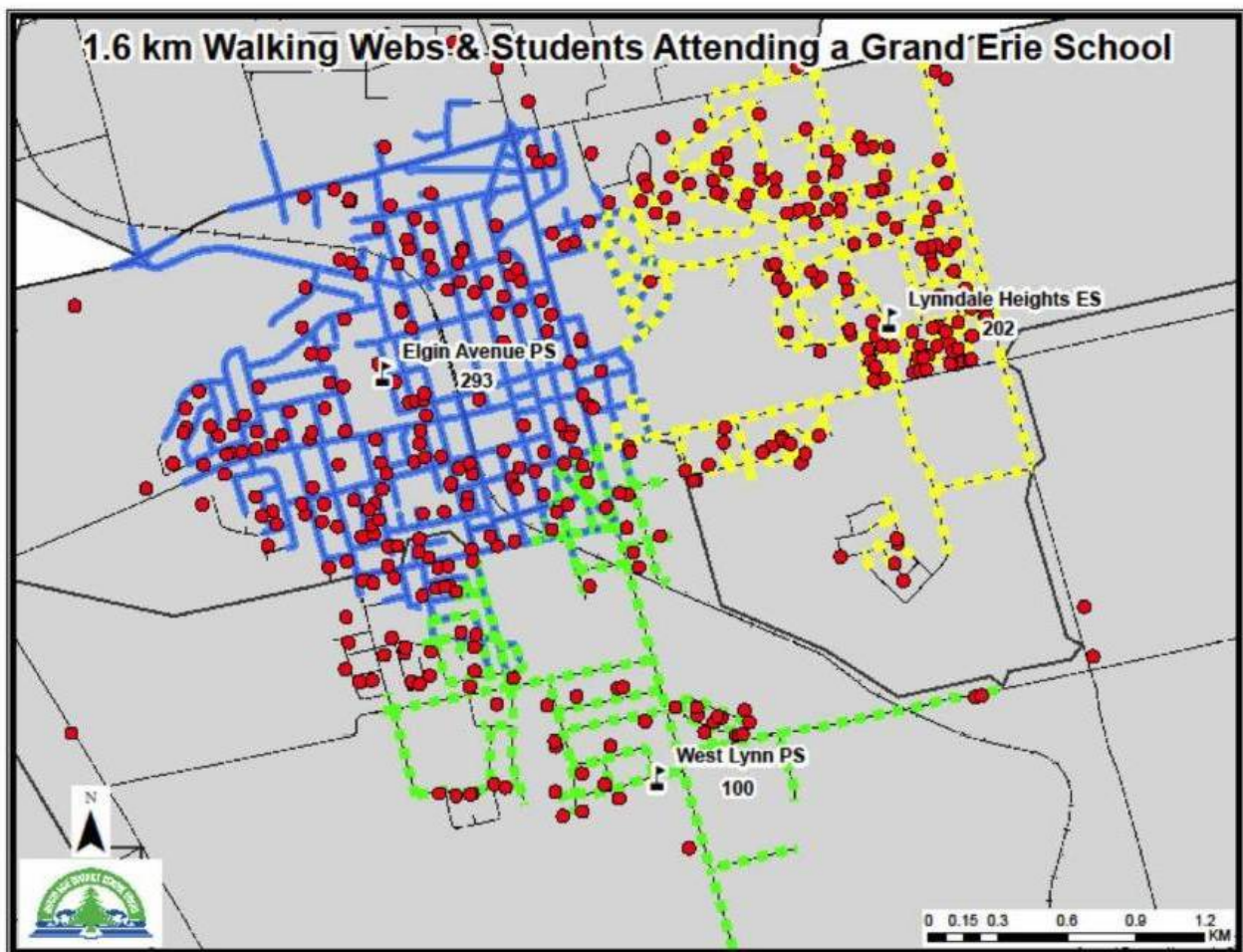
Has the cost been confirmed for additional Engineering services to design the property to provide proper grading for the new building and new purchased land, to provide water, sewers to the property, for new road layouts including bus drop offs, staff & parent parking, sidewalks, hydro (Hydro One)? Is there an Architectural design for building expansion? How long will this design, tendering process and contractor selection plus finally construction take? It is public knowledge

that GEDSB has already obtained a design for a renovated Elgin Avenue PS and this site is already fully serviced!

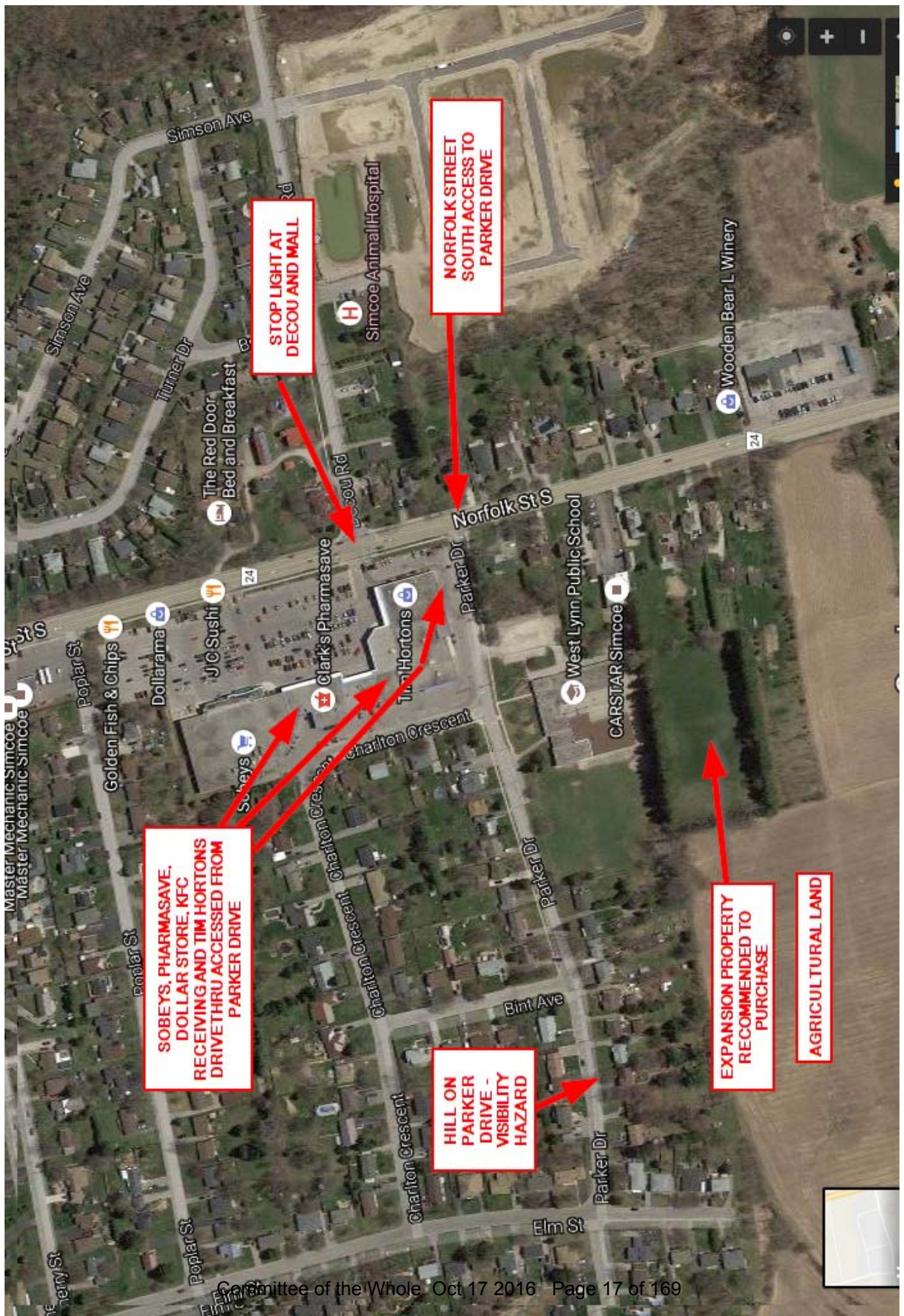
In conclusion, there continues to be concerns over the limited information available for the recommended Option 7. Option 7 is a duplication of 5A, 2nd option with Elgin closing. Why is this option noted twice in the final recommendation?

There is a growing group of parents and citizens who just want you, the Superintendents to have the most accurate information possible in order to make the best decision for the education of all current and future children in South East Norfolk.

We know you will consider all children when making your decision and if Dual Track French Immersion, Grades JK to 8 is required, please choose option 5A – Option 1 with the expanded and renovated Elgin Ave Public school ... Simcoe's last central elementary school.











Delegation from Lynn Kitchen

Trustees of Grand Erie and District School Board,

At the last delegation meeting many spoke about the difficulties that the financially and socially challenged children of Elgin Ave PS would face if their school closed. There are more children at risk that were not discussed - Elgin's students of Special Education.

There are many unknowns if Elgin Ave. PS closes, and there many of us who fear that Special Education may not be able to move completely to West Lynn Public School as there are references to an expansion of possibly 5-6 classrooms. The final recommendation indicates a capacity of 489 students, but the current student numbers between Elgin (current confirmed 239) and West Lynn (current confirmed 302) add up to 541 present students – **52 excess students** which is 111% over the future West Lynn PS planned capacity in the final report.

The 2 self contained classrooms of Special Education require more than standard classroom space. At Elgin, there currently is the Snoezelen Room, a “chill” room for self calming, and kitchen space for family studies. Have all these considerations been taken into account with the West Lynn expansion? Will 5-6 additional classrooms meet the needs of all of the Elgin children who are recommended to relocate to West Lynn?

If there is not capacity at the expanded West Lynn Public School for all of the Elgin children, will Special education students be at risk for being displaced? Will Elgin families have to relocate their children to a different school, separate from their friends, to start all over again? Will rural West Lynn students be reassigned to other schools – Lakewood, Walsh or Lynndale? Will our students be in portables like the Walsh students until enrolment drops?

How will relocating Elgin's Autism Spectrum class to West Lynn PS affect service wait times for children on the Autism Spectrum? The expanded Elgin has room – 41 more OTG spaces and capacity to grow to accommodate the growing need for ASD class space. It was noted in the board's SEAC minutes in June that, "Under the new Ontario Autism Program, concern that many students, currently on a wait list for early intervention services will be too old for the program unless they are granted grandfathering. School boards must be aware of the outcomes if students are denied these services because of their age and duration on the wait list." Has consideration been given for this?

It was noted through the course of the delegation meetings that “The Board's Spec Ed department has a process for establishing and locating self-contained Special Education classes. The ARC doesn't have the authority to just move these classes”. This doesn't seem true now, because if the proposed school closes as recommended, the Special Education students most certainly will move – the impact to these students was never mentioned as a consideration in any option in the final report citing the closure of Elgin Ave PS.

During the delegation meetings, there was discussion of moving the Special Education classes out of Walsh PS due to capacity issues caused by the growth of French Immersion. Many people spoke up against this idea, including school principals; everyone spoke of the spirit and joy that the Special Education children bring to this world. It was also stated in the notes from April 12<sup>th</sup> meeting, “that no additional information would be requested from resource staff” with regards to moving Walsh’s Spec Ed class. It was more than apparent that the Walsh PS Spec Ed class would stay in tact, far removed from the ARC.

Why would the Senior Administration support a plan that will not only put 200+ walking children on a bus, put socioeconomically challenged children at further risk, but also relocate at least 16-17 or more, Special Education Students and their families and force them to leave their current environment of comfort and acceptance? In not knowing the current expansion plan for West Lynn, are Special Education students at risk for being separated from their Elgin peers if there is not enough room?

Bussing and transportation via taxis can be especially challenging for Special Ed children – will transit times be extended for them? How will Parker Drive handle possibly 5 more standard buses and the buses transporting the special education children – on top of the current 47% West Lynn children that are already bussed? It was noted in the merits of Option 7, that the renovations to West Lynn would be less disruptive ... one has to ask to whom? Were the long term and lifelong disruptions – traffic and safety considered?

In reading the rational and final recommendation by Senior Administration, one has to wonder if the ARC, in its final recommendation, has forgotten about all the children of Elgin Ave PS completely. West Lynn PS as it stands today is one of the smallest schools in this ARC and sits on the smallest parcel of land. The recommended 5-6 classroom expansion will only increase its overall capacity by 51 more student spaces than the current untouched Elgin.

There needs to be more advocates for the Special Education students of Elgin and all public schools. Families in the Elgin catchment have left our school and this was vocalized during one of the ARC meetings, citing safety issues in direct reference to our Special Education students. There is a bridge that needs to be built to alleviate these fears. If our community schools are allowed to exist in silos, we will never truly know inclusiveness. The spirit of empathy, compassion, understanding and cooperation that our Elgin students have grown and learned with their Special Education peers, is at risk for being lost forever. We all could be taking a giant step backwards.

For the families of Special Education – there are tremendous challenges and worries that last a lifetime ... but there also is so much joy and inspiration. These children need to be accepted unconditionally. IEP and support plans are critical. Environment is critical and these children depend on routine, acceptance, kindness, forgiveness and unconditional love. To many families, the support and inclusion of Elgin PS is a lifeline thanks to wonderful teachers, Educational Assistants, school staff, students and community. In an inclusive environment, children learn acceptance and respect for all others; these children will grow to be our future leaders and caregivers.



Just a few weeks ago, the Elgin Soccer team won that Intermediate “A” mixed soccer tournament in Delhi. Everyone who signed up made the team including one of our very special ASD students – who joined at the urging of her peers. How wonderful is that?

There is one more option to consider other than the prominent and much discussed recommendations, Option 2, the first recommendation or the latest recommendation, Option 7.

**The expansion and renewal of Elgin Ave PS provides options that will best support future for French Immersion in our area – either single track at Walsh PS or 2 Dual Track at Walsh PS and Lakewood PS.**

If Dual Track French Immersion at Lakewood and Walsh Public Schools is the preferred course of action, please review:

**Option 5A - Split the current FI catchment, creating two dual track JK-Grade 8 FI programs at Walsh and Lakewood, with West Lynn PS closing and its full catchment area would attend the expanded and renovated Elgin Ave PS.**

Elgin utilization is noted in red, as it was omitted from the Final Report of the South East Norfolk Elementary Accommodation Review Committee – Page 11, which detailed options and the final recommendation.

#### Resulting Enrolment

#### **South East Norfolk Elementary**

##### ***Summary of Enrolment and Capacity with Option to split current FI Catchment-5(a)(i)***

School	Capacity	Addition	Total Capacity	5 Year Projection		10 Year Projection	
				Enrolment	Utilization	Enrolment	Utilization
Elgin Avenue	530		530	455	85.9%	448	84.5%
Lakewood	561		561	548	97.7%	554	98.8%
Lynndale	442		442	361	81.7%	358	81.0%
Walsh	404		404	375	92.8%	342	84.7%
West Lynn	351	-351	0	0	0.0%	0	0.0%
<b>Total</b>	<b>2288</b>	<b>-351</b>	<b>1937</b>	<b>1739</b>		<b>1702</b>	
<b>Surplus Pupil Spaces</b>				<b>198</b>		<b>235</b>	
Utilization				89.8%		87.9%	

*a) West Lynn would close and its full catchment area would attend Elgin*

*b) The French Immersion Program catchment would be split between Walsh and Lakewood*

**Option 5A - West Lynn would close and the full catchment area would attend the new Central School on Elgin Ave.**

**Opportunities, Benefits and Possibilities for All**

- Dual Track FI - JK- Grade 8 at both Walsh and Lakewood with a transition as early as September 2017 to address capacity issues at Walsh PS that needs immediate attention. FI students transferring to Lakewood PS would now be closer to home.
- All non FI students at Walsh stay in their home school, leaving room for growth for FI. All families will stay together and bussing stays status quo.
- Elgin renovation, expansion and transition could be planned in stages - main school renovation first; followed by the gym and classroom addition, planned for least disruption to Elgin students and possibly allows Elgin students to stay on site.
- During transition - Elgin children could be in portables or the main school after the main school renovation completion. Partnerships can be built with Simcoe Composite School, First Baptist Church or Ecole St. Marie for gymnasium use – all within walking distance (much like SCS used North School gymnasium during their rebuild after the fire). Norfolk Public Library, Simcoe branch is within walking distance, could be utilized for library use and possible learning activities/workshops with Elgin students.
- Elgin elevator installation has a Ministry deadline 2025 and could be installed separately during summer 2017, 2018 or 2019 to minimize disruption. Any concerns for accessibility will be addressed with the elevator installation. The renovated and expanded Central School will be designed to the Integrated Accessibility Standards Regulations – any concerns about accessibility and safety will be alleviated.
- Spec Ed stays at Elgin with room to grow and fulfill the rapidly increasing need for support the next 5 years. The expanded Elgin school could facilitate enhanced services through the new Autism Program announced this year.
- None of the Spec Ed children would be moved from their home school and Elgin would maintain its exceptional inclusive and diverse environment. There would be no displacement to the most vulnerable students of Elgin Ave - both Spec Ed and the socioeconomically challenged.
- There would be capacity to keep the Norfolk Enrichment Campus at Elgin.
- The Elgin School is spacious. The scale of the renovated school will be planned to comfortably accommodate 530 students – expanded office space, classrooms, family studies class which is so important for Spec Ed, Snoezelen room, computer lab, gymnasium with an office and new change rooms and the new library would have a reading nook in the architectural curve seen from the building front. The large frontage of the school will accommodate safe and efficient student pick up and drop off area and a separate bussing area. There is access to the school from Bellevue on the west side, making the school more accessible to walking students.

- West Lynn Students all would stay in Simcoe unite at the new Central School when renovations and the new addition are complete. Our children will now have the opportunity to grow and thrive together in an inclusive learning environment.
- Bussing changes would be minimal, possibly reduced – setting a great example for reducing carbon footprints, promoting environmental responsibility and sustainability.
- Elgin would retain all of its 99% walking population and many West Lynn students will also be eligible to walk. There will be no impact to the traffic flow of Simcoe by putting 200 walking students on buses. The new school model will set an example and lead with a new standard within our district for Smart School Siting, Active School Travel and Green/Environmental Initiatives as per the Green Schools Resource Guide. Partnerships could be forged within the Ministries (Health, Environment) and other Well Being organizations to promote health and wellness for our children.
- Elgin's multi storey structure, with less building footprint means less site/environmental impact and storm water management. Less roof and wall to maintain means lower operating costs. Less heat transfer due to the better thermal qualities of a multi-story mass means heating and cooling costs can be reduced, as well. Green incentives like rooftop solar panels could be considered.
- Multi storey schools/stacked schools should not be viewed as a negative – it is a vision of sustainability for the future. Lakewood PS, SCS, Waterford High School, Delhi High School, Valley Height's High School, Ecole St. Marie and Holy Trinity High School all demonstrate that multi storey schools are efficient, safe and healthy learning structures for students.
- New gymnasium and facilities at Elgin could become a hub for after school activities – local sports organizations (basketball, soft ball winter ball practices etc) and social groups/activities (Ontario Early Years much like Lakewood) to bring revitalization to the town core. The central location and enhanced state of the art facility could service many.

Elgin Avenue PS's greatest worth is found in providing for our children's education and well being ... come to our school and see the possibilities for yourself – walk through Elgin with the already proposed blueprints in hand. If you come at end of school day, you may see our soccer and cross country teams practicing and volleyball is now starting ... based on your decision, team sports may not be in the future for many Elgin children as they will be on buses and will not be able to walk an hour home.

The new Central School, is the school of our dreams ... the plans are all there – a school designed for an inclusive, centre of excellence for all students –Spec Ed students, Mainstream students, Enrichment and a Hub for our greater community.

Look at Option 5A with the Elgin Avenue PS expansion and renovation and what it has to offer ... collectively we can facilitate the very best solution not just for the children of Simcoe but for all children in our community.

This decision rests with you. Thank you for your time and consideration.









## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **South East Norfolk Elementary Accommodation Review – Addendum Information**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the South East Norfolk Elementary  
 Accommodation Review – Addendum Information as information.

### Background:

The final report on the South East Norfolk Accommodation Review was presented at the committee of the whole board meeting September 12, 2016. Additional information was requested at that meeting and subsequently to assist Trustees in their deliberations.

### French Immersion – School Organizations:

Following the proposal to split the French Immersion catchment between Walsh and Lakewood with students assigned based on a new boundary for Norfolk FI program, the following FI enrolments are projected for Lakewood and Walsh.

### **Walsh Enrolment Summary - French Immersion only** *following split of FI catchment with Lakewood*

#### **Projected Enrolment**

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2017	18	21	19	12	24	12	5	5	0	0	116
2020	13	18	21	24	24	18	12	24	12	5	171
2025	11	13	15	14	16	17	20	20	24	24	174

**Lakewood Enrolment Summary - French Immersion only**  
*following split of Walsh FI Catchment*

**Projected Enrolment**

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2017	15	21	21	7	16	6	9	0	0	0	95
2020	14	12	14	20	24	20	7	16	6	9	142
2025	14	17	20	19	17	19	13	13	20	24	176

In initial years there will be some small classes however, this will resolve over time as the program is fully implemented to Grade 8. It is noted that there may be higher demand at intake (JK-Gr1) as a result of the program being made available at Lakewood. Appropriate caps will be required to ensure the program accommodation is not over subscribed.

**French Immersion – Transportation:**

Transportation ride times and number of riders is shown on the tables below based on the proposal to split the French Immersion catchment between Walsh and Lakewood.

School	Scenario	Average Distance to school (KM)	Transportation Eligibility				Ride Times (AM and PM) (minutes)		
			Eligible		Non-Eligible		Longest	Shortest	Avg
			# of students	%	# of students	%			
Walsh FI	Current	13.61	202	99.0%	2	1.0%	94	3	35.1
Walsh FI	<b>Proposed *</b>	<b>12.96</b>	<b>111</b>	<b>98.2%</b>	<b>2</b>	<b>1.8%</b>	<b>94</b>	<b>3</b>	<b>36.1</b>
Lakewood FI	<b>Proposed *</b>	<b>14.38</b>	<b>79</b>	<b>86.8%</b>	<b>12</b>	<b>13.2%</b>	<b>74</b>	<b>6</b>	<b>34.3</b>

\* Assumption Walsh FI Program Split between Walsh and Lakewood

There would not be a significant change in the costs of transportation to service the split catchment compared to the current program. The same number of contract vehicles would be deployed with slightly different travel times and mileage.

**Student Transportation – Elgin consolidation into West Lynn:**

Transportation ride times and number of riders is shown on the tables below based on the proposal to close Elgin and accommodate all current Elgin students at West Lynn.

School	Scenario	Average Distance to school (KM)	Transportation Eligibility				Ride Times (AM and PM) (minutes)		
			Eligible		Non-Eligible		Longest	Shortest	Avg
			# of students	%	# of students	%			
Elgin	Current	1.49	4	2.1%	189	97.9%	37	18	27.8
Elgin	<b>Proposed *</b>	<b>2.92</b>	<b>182</b>	<b>93.9%</b>	<b>14</b>	<b>6.1%</b>	<b>37</b>	<b>3</b>	<b>7.4</b>

\* Assumption Closing Elgin - All Elgin Students attend West Lynn

Three additional bus routes would be required to service the additional 178 riders in this option at an estimated additional annual cost of \$96,020.

### West Lynn Development Plans:

To accommodate students from Elgin at the West Lynn site, approximately 140 additional pupil places would need to be constructed. The expanded site would require grading and fencing and added parking, new bus and parent drop off would need to be constructed. Interior renovations to the existing school and facility and utility service upgrades to address identified 5 year renewal needs would be completed. Based on the Ministry of Education benchmarks, the capital provided for the 140 pupil places would be \$2,702,214. Additional site works plus renewal upgrades would be approximately \$2,539,630. The cost of additional land is not known but would be in addition to these amounts. The total costs including land acquisition would be requested for priority capital approval from the Ministry of Education.

Concerns were raised by a delegation about the municipal drain (Decou Road Drain) that drains properties south of the proposed additional lands and the possible impact of flooding. We have consulted with Norfolk County and the consulting engineers on proposed improvements to the drain. The property suggested for acquisition is well outside the 100 year floodline elevation and therefore flooding is not a concern for these lands.



**Accommodating Students During Construction:**

If the approved option is to close Elgin and add on to West Lynn, construction of the required addition and related site work could take place while current West Lynn students continue to attend the school. Work site can be separated and safely horded off from school operations with the expanded land serving as playground.

If the approved option is to close West Lynn and redevelop Elgin, students would have to be re-located during demolition and re-development of an addition to Elgin School. The work required to redevelop Elgin is too extensive to continue to operate the school during the redevelopment phase.

Possible scenarios for re-location of the current Elgin population include:

- Move special education classes to available special education program space at Bloomsburg Public School.
- Relocate the current enrichment program from Elgin to another Norfolk elementary school.
- Accommodate the remaining 10 classes –JK/SK (2), Gr 1-Gr 6 (6) and Gr 7-Gr 8 (2) at another school or schools. Three options are described below;
  - a) Accommodate all remaining students at 10 classes at the Lynndale Heights site. JK/SK classes would most likely be accommodated inside the school and displace two current Lynndale classes to portables. 10 portables would be required at an annual cost of \$515,100. Norfolk County would need to be approached to seek agreement to temporarily place portables on parklands adjacent to the school during the reconstruction.
  - b) Accommodate the two Gr 7- Gr 8 classes at Simcoe Composite School and the remaining eight JK-Gr 6 classes at Lynndale Heights. JK/SK classes would most likely be accommodated inside the school and displace two current Lynndale classes to portables. 8 portables would be required at an annual cost of \$412,800. Norfolk County would need to be approached to seek agreement to temporarily place portables on parklands adjacent to the school during the reconstruction.
  - c) Split the Elgin population between Lynndale Heights and West Lynn in portable classrooms. Eight to ten portables would be required depending on whether Grade 7 & 8's move to SCS or stay with the rest of the school body.
- In all of the above scenarios to temporarily accommodate the Elgin students at another school during demolition and construction, all students would require transportation to the newly assigned site at a cost of approximately \$96,000 annually.
- Senior administration considered placing portable classrooms on the Elgin site during construction period. This option would require portable washroom, staff room and administrative space in addition to the 10 portable classrooms required. Other temporary hording, parking, driveway and utility services would be required to make this option work. Senior administration does not recommend this option.

- The full project schedules would likely take 18 months to complete requiring students to be temporarily displaced for at least 1½ school years depending on the timing and plans for transition of students back into the newly redeveloped school space.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Communications Ad Hoc Committee Terms of Reference**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the Communications Ad Hoc Committee Terms of Reference.

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

The Ad Hoc Committee will investigate and describe the current situation and the need for communications, taking into consideration the 2012 Communication Audit recommendations. They will also determine target audiences, goals and objectives as well as the communication strategies and tactics.

Once approved in March, 2017, the Communications and Community Relations department will implement the Strategic Communications Plan and determine the level of success in achieving the plan's goals and objectives through a clear evaluation plan. Starting in 2018, a progress report will be presented to the Board each May to align with the Annual Operating Plans Status Update reports and to mirror the implementation of the 2016-2020 Multi-Year Plan.

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

**Communications Ad Hoc Terms of Reference:** The terms of reference, including membership composition, is attached for Trustee approval.

**Communication Plan:** Once approved, an invitation will be extended to the members of the Ad Hoc Committee and a plan to meet in November, 2016.

Respectfully submitted,

Brenda Blancher  
 Director of Education

## Communications Ad Hoc Committee Terms of Reference

### 1.0 Statement of Purpose and Responsibility

The Communications Ad Hoc Committee will:

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

### 2.0 Committee Composition

The Communications Ad Hoc Committee shall be comprised of:

- 1.1 Director of Education
- 1.2 Two Trustees
- 1.3 Manager of Communications and Community Relations
- 1.4 Communications Assistant
- 1.5 Two Superintendents of Education
- 1.6 Managers of Human Resources, Finance, Facilities Services, and IT
- 1.7 One Elementary Principal
- 1.8 One Secondary Principal
- 1.9 System Research Leader

### 3.0 Committee Operating Procedures

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

### 4.0 Role of the Board

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



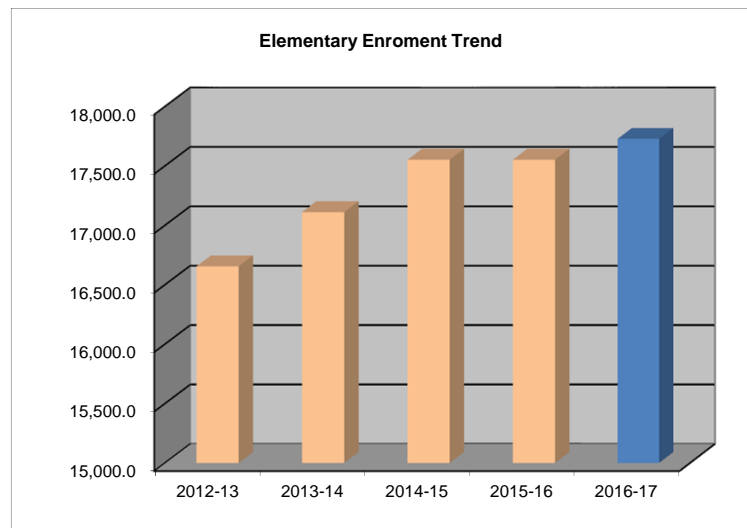
# Grand Erie District School Board

## 2016-17 Enrolment Update

### Elementary

	2016-17 Enrolment	
	Projected	Actual *
Half Day JK/SK		
Full Day JK/SK	3,229.0	3,390.0
Grade 1-3	5,354.0	5,374.0
Grade 4-8	8,672.0	8,649.0
Special Education (Ungraded)	264.0	314.0
Total	17,519.0	17,727.0
Adj ADE re JK & SK		
<b>ADE for Grant</b>	<b>17,519.0</b>	<b>17,727.0</b>

Enrolment History (Actual)			
2012-13	2013-14	2014-15	2015-16
1,811.0	919.0	-	-
1,537.0	2,517.0	3,373.0	3,380.0
5,102.0	5,160.0	5,257.0	5,292.0
8,804.0	8,677.0	8,623.0	8,558.0
306.0	297.0	298.0	322.0
17,560.0	17,570.0	17,551.0	17,552.0
(905.5)	(459.5)	-	-
16,654.5	17,110.5	17,551.0	17,552.0



\* Actual Enrolments represent counts reported by Schools September 30, 2016

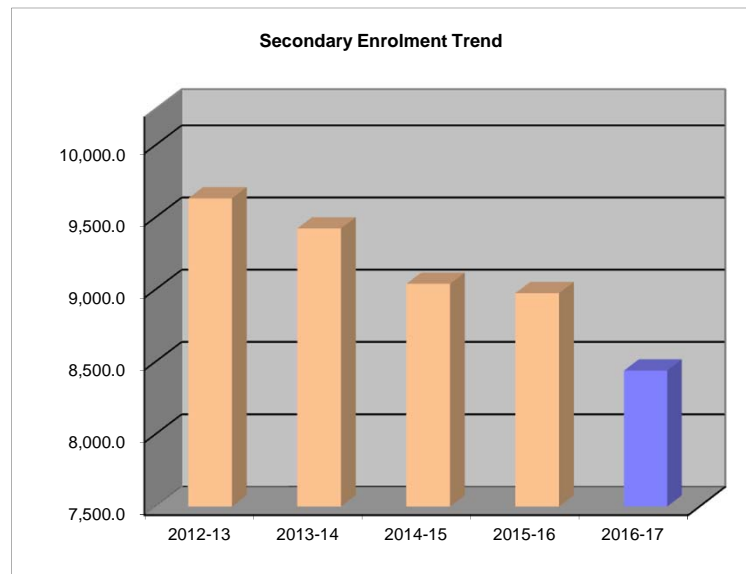
# Grand Erie District School Board

## 2016-17 Enrolment Update

### Secondary

2016-17 Enrolment						
	Original Projection for Budget			Revised with Reported Actuals*		
	31-Oct-16	31-Mar-17	2016-17 ADE	31-Oct-16	31-Mar-17	2016-17 ADE
Pupils of the Board - Regular	8,029.6	7,705.6	7,867.6	8,070.0	7,744.4	7,907.2
Pupils of the Board - High Credit	73.2	70.1		26.5	25.4	26.0
Tuition Agreement Pupils	533.1	511.2		515.1	493.9	504.5
<b>Total Secondary ADE for Grant &amp; Tuition</b>			8,461.4			8,437.6

Enrolment History (Actual)			
2012-13	2013-14	2014-15	2015-16
		8,388.9	8,337.1
		71.3	64.4
		578.3	573.0
9,630.8	9,422.5	9,038.5	8,974.5



\* Actual Enrolments represent counts reported by Schools September 30, 2016



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **Data Report – EQAO Board Report of the 2015-2016 Primary Division and Junior Division Assessment Results**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Data Report – EQAO board Report of the 2015-2016 Primary Division and Junior Division Assessment Results as Information.

### 1.0 Background

- 1.1 The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6) are administered annually with the exception of the 2014-2015 school year, to all eligible students at the end of the Primary Division (Grade 3) and the end of the Junior Division (Grade 6).
- 1.2 The Primary and Junior EQAO assessment measures how well students have met the provincial expectations in The Ontario Curriculum, Grades 1-8. Each assessment covers the cumulative knowledge and skills in Reading, Writing and Mathematics that students are expected to have acquired by the end of the grade.
- 1.3 The assessment was conducted between May 25 and June 6, 2016, over a two week testing window in May/June each year. There were six test sessions with two sessions spent on each booklet. Students typically completed a session in one hour. However, they were permitted to have additional time, as long as it was in one continuous sitting.
- 1.4 In 2016, 1,766 Grade 3 students and 1,749 Grade 6 Grand Erie students wrote the assessment.

### 2.0 Additional Information

- 2.1 The 2016 assessment was comprised of three booklets, one for Mathematics and two for Language. Each booklet contained both operational and field-test Reading, Writing and Mathematics items. The operational items counted toward a student's achievement while the field-test materials were assessed for suitability as future test items.

## 2.2 The 2016 assessment included:

- five fiction/nonfiction Reading selections
- one long Reading component and four short Reading selections, each followed with two open response questions and a selection of multiple choice questions
- long and short Writing tasks followed by multiple choice questions
- Mathematics tasks which required students to demonstrate knowledge, thinking, application and problem solving skills while completing twenty-eight multiple choice questions, and eight open response questions distributed across the five strands

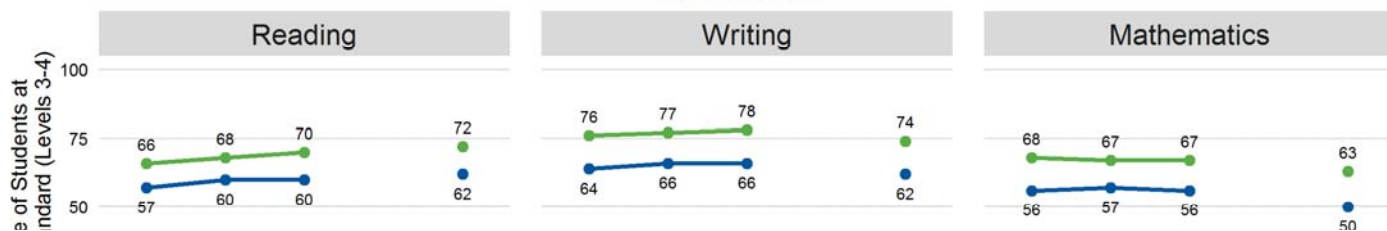
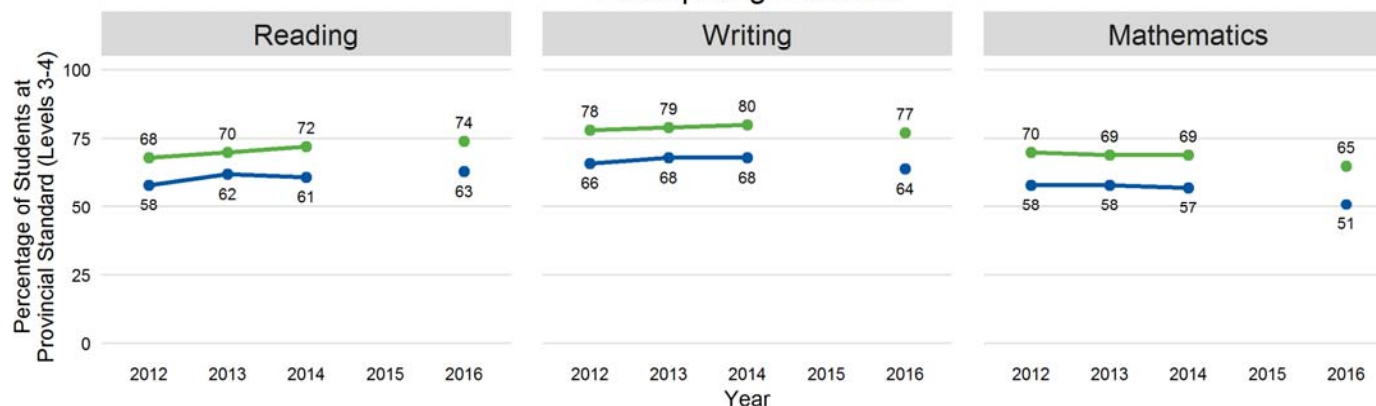
## 2.3 EQAO reports data using two methods, “All Students” and “Participating Students”.

“All Students” data is reported as a percentage for all students in the grade (i.e. students at all four levels of achievement and those who are exempt, no data or NE1). Exempt students are those who were formally exempted from participation in one or more components of the assessment. No data includes non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.

NE1 or not enough evidence for level one is used when pupils did not demonstrate enough evidence to be assigned level 1.

“Participating Students” data is reported as a percentage of those students who took part in the assessment (i.e. students at the four levels of achievement and those in the NE1 category). Students in the exempt or no data categories are excluded from this data.

## 3.0

EQAO Primary Assessment of  
Reading, Writing, Mathematics  
All StudentsEQAO Primary Assessment of  
Reading, Writing, Mathematics  
Participating Students

## Results for Participating Students: Primary Division

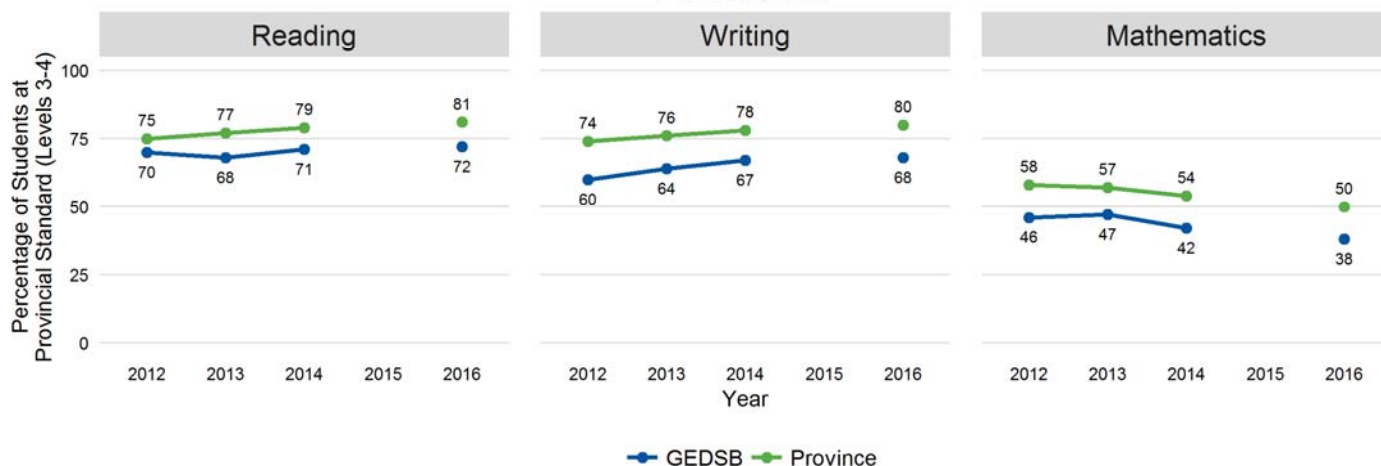
### Data-Based Observations

In the Primary Division, the percentage of students at Level 3 and 4 on the 2015-16 assessment in Reading increased by 2%, from 61% in 2014 to 63% in 2016. The percentage of primary students scoring Level 2 on the 2016 assessment in Reading was 28% (30% in 2014).

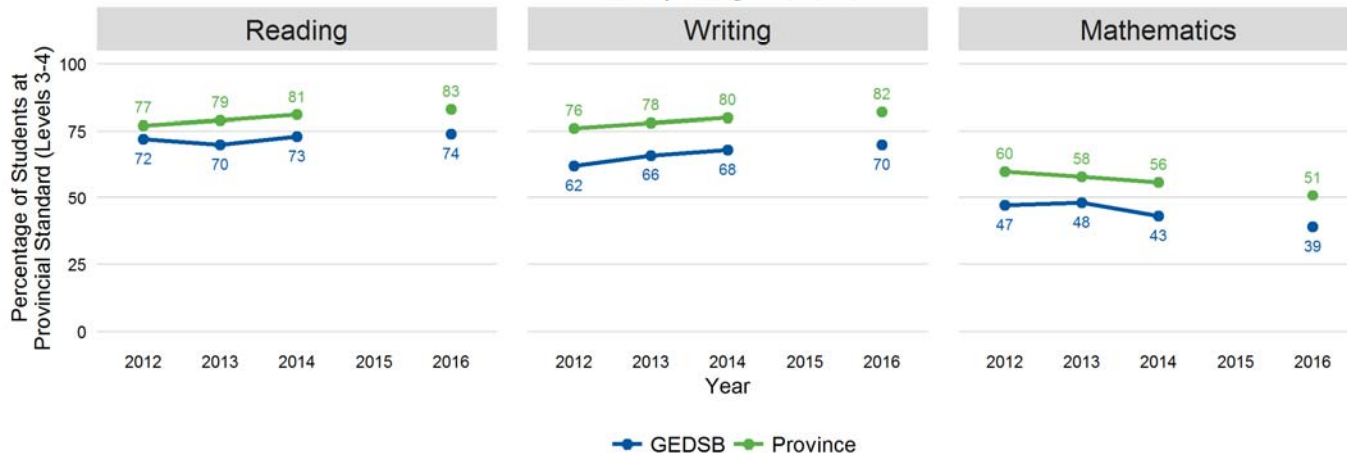
In Writing, the percentage of students at Level 3 and 4 decreased by 4% from 68% in 2014 to 64% in 2016. The percentage of primary students scoring Level 2 on the 2016 assessment in Writing was 34% (30% in 2014).

In Mathematics, the percentage of students at Level 3 and 4 decreased from 57% in 2014 to 51% in 2016. The percentage of primary students scoring level 2 on the 2016 assessment in Mathematics was 39% (36% in 2014).

EQAO Junior Assessment of  
Reading, Writing, Mathematics  
All Students



EQAO Junior Assessment of  
Reading, Writing, Mathematics  
Participating Students



## Results for Participating Students: Junior Division

### Data-Based Observations

In the Junior Division, the percentage of students scoring Level 3 and 4 on the 2016 Reading assessment increased by 1% from 73% in 2014 to 74% in 2016. The percentage of junior students scoring Level 2 on the 2016 assessment in Reading was 22% (23% in 2014).

The percentage of students scoring Level 3 and 4 on the 2016 Writing assessment increased by 2%, from 68% in 2014 to 70% in 2016. The percentage of junior students scoring Level 2 on the 2016 assessment in Writing was 28% (29% in 2014).

The percentage of students scoring Level 3 and 4 on the 2016 Mathematics assessment was 39%, which was a 4% decrease from the 2014 results (43%). The percentage of junior students scoring Level 2 on the 2016 assessment in Mathematics was 38% (35% in 2014).

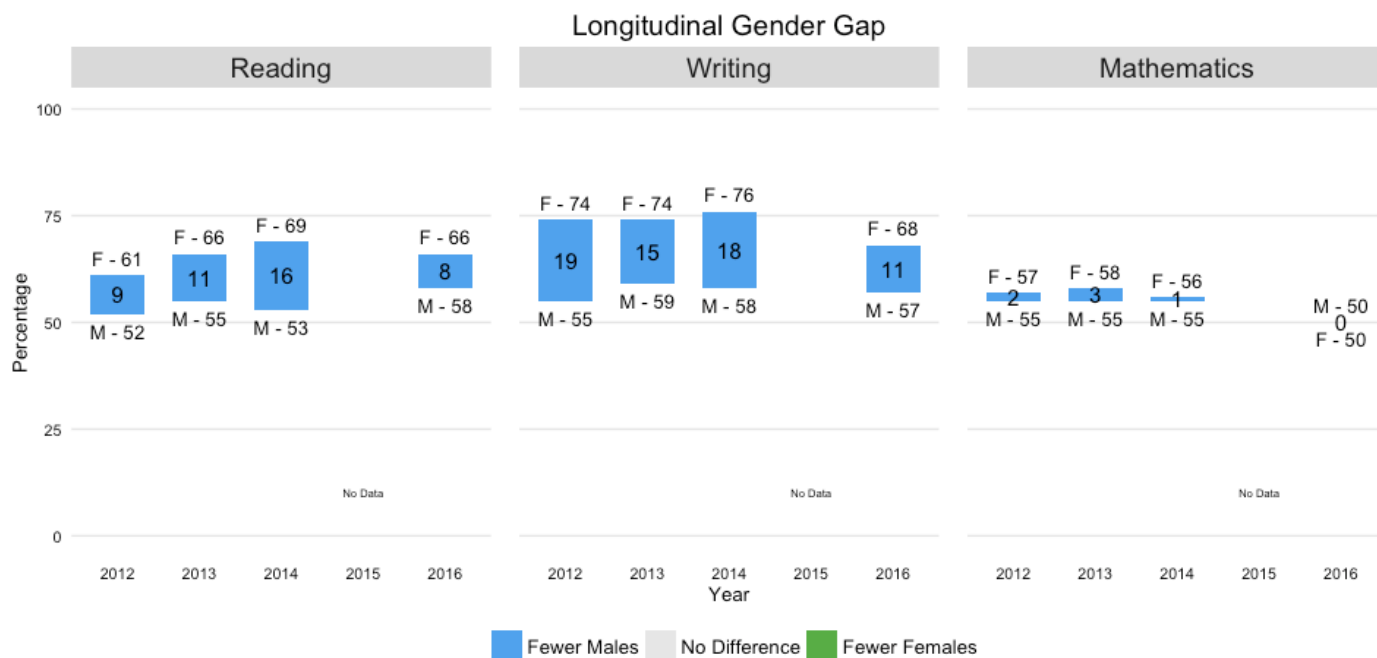
### Results Related to Gender

#### Longitudinal Gender Gap

The following charts show the gap between males and females on the EQAO Primary and Junior assessments of Reading, Writing and Mathematics.

The blue bars indicate where fewer males achieved the Provincial Standard (Level 3-4) on the assessment, while the green bars indicate where fewer females achieved the Provincial Standard (Level 3-4).

Primary Assessments of Reading, Writing and Mathematics



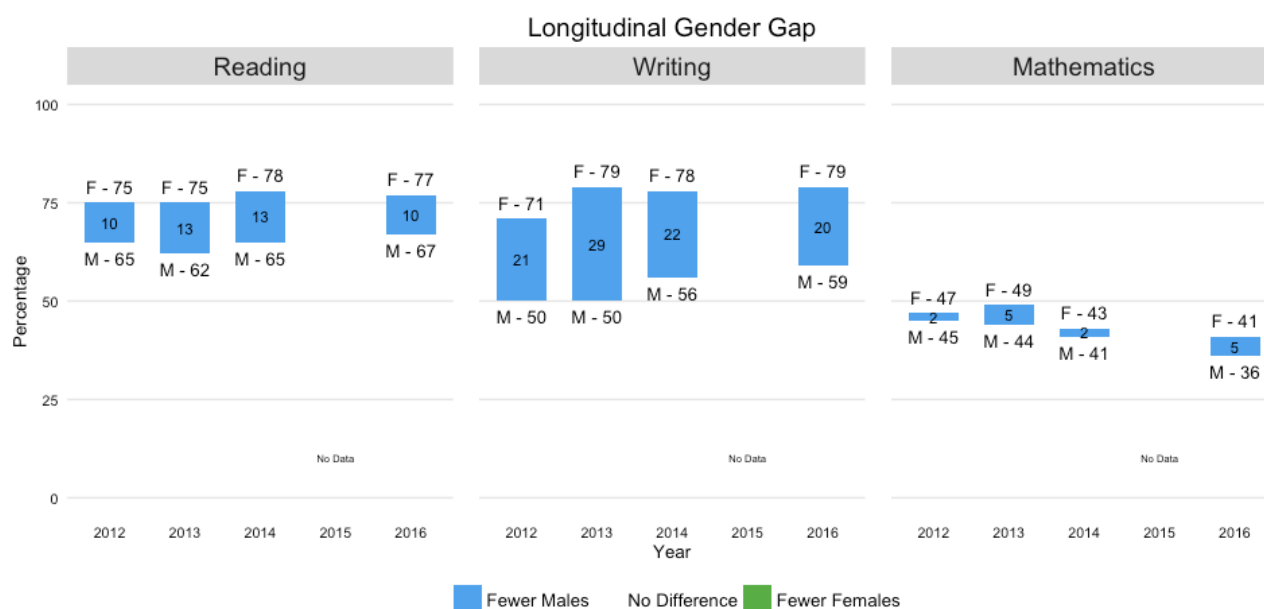
### Data- Based Observations

In 2016, 49% of the Grade 3 students who wrote the assessment were female and 51% were male.

Results in Reading, Writing and Mathematics, 2015–2016 by Gender for ALL students at or above Provincial Standard (Levels 3 and 4) are as follows:

Primary	Female	Male
Reading	66%	58%
Writing	68%	57%
Mathematics	50%	50%

### Junior Assessments of Reading, Writing and Mathematics



In 2016, 47% of the Grade 6 students who wrote the assessment were female and 53% were male.

Results in Reading, Writing and Mathematics, 2015–2016 by Gender for ALL students at or above Provincial Standard (Levels 3 and 4) are as follows:

Junior	Female	Male
Reading	77%	67%
Writing	79%	59%
Mathematics	41%	36%

### Analysis

In the Primary Division, Reading results in Grand Erie have remained relatively stable mirroring the 2 % increase at the provincial level. Results in Primary Writing and Mathematics have decreased from 4-6% locally and provincially.

GEDSB continues to have a large percentage of Grade 3 students scoring Level 2 in Reading (28%), Writing (34%) and Mathematics (39%). At the primary level, 91% of students are performing at a Level 2 or higher in Reading, 98 % in Writing and 90% in Mathematics.

In the Junior Division, results in Grand Erie have remained relatively stable in Reading and Writing with increases ranging from 1% to 2%. Provincial results show stability and little change, with results differing by 2%. Results in Junior Mathematics, have decreased by 4-5% locally and provincially.

GEDSB continues to have a large percentage of Grade 6 students scoring Level 2 in Reading (22%), Writing (28%) and Mathematics (38%). At the Junior level, 96% of students are performing at a Level 2 or higher in Reading, 98% in Writing and 77% in Mathematics.

### Next Steps

As set out in our Multi-Year Plan, we recognize the importance of monitoring, measuring and reflecting on our outcomes, to determine the most urgent student learning needs in literacy and numeracy so that appropriate intervention strategies can be put in place for our staff and students. Targeted supports begin with understanding our qualitative, and quantitative student achievement results, such as EQAO. The gender gap in between achievement levels between boys and girls in Reading and Writing remains an area of concern across Grand Erie. Board results with respect to gender align with the research from the Ministry of Education resource Me Read? No Way! which indicates that “though gender is a significant factor, it is not the only factor at play in determining performance in reading and writing. In fact, the differences *among* boys and *among* girls are greater than the differences *between* boys and girls. Consequently, educators must be careful not to focus on the gender differences between students, but rather to recognize that the effectiveness of certain approaches in literacy instruction may be tied to gender.” To close the achievement gaps for all our students, it is critical that schools provide classroom experiences that respond to the interests, needs, and learning styles of all students, and explore ways to engage our students equally so that they are productive literate and numerate citizens in the future.

All elementary principals were offered the opportunity to attend a session October 5th hosted by the EQAO Outreach Officer to receive support in understanding School Item Information Report (IIR) Results and on how to use EQAO data in school improvement planning. Principals then used the October 7th PD Day to lead their staff in examining EQAO results (types of questions; questions students did well on; question types where further instruction is needed) to increase understanding of what can be done at the classroom level to prepare students for success on the EQAO assessment. Principals and their staffs also examined the results to reveal trends that inform the most urgent student learning need to be further examined through the School Improvement Plan.

Grand Erie District School Board’s System Standards have been revisited with all administrators as they outline the importance of providing all Grade 3 and 6 students with multiple opportunities to experience EQAO type questions and assessment format (reading, writing, mathematics and student questionnaire) throughout the year. Accommodated students should also have their supports embedded in regular classroom experiences throughout the year. To co-plan and support these experiences, Instructional Coaches are also available throughout the school year.



Additionally, support sessions are offered through-out the year to administrators and teachers new to grade 3 and grade 6 by the Elementary Program team.

In the 2016-2017 school year as part of the Renewed Math Strategy, all school teams will focus on the most urgent student learning need in mathematics. Focused, differentiated and tiered support in mathematics will be provided by the K-12 Program Team and the Special Education Team to our students, staff and administrators to build capacity. School teams and lead teachers will engage in targeted professional, collaborative learning initiatives to deepen their math pedagogical content knowledge. Differentiated instruction and assessment, effective implementation of educational tools (math manipulatives and technology) and, the creation of responsive learning environments that meets the needs of all students including students with learning disabilities, will continue to be a focus.

#### **Communication Plan**

1. The preliminary EQAO data was shared with Executive Council on September 21<sup>st</sup> and with Trustees as part of the 2014-2015 BIPSA Outcomes Board Report on September 26<sup>th</sup>.
2. The Data Report – EQAO Board Report of the 2015-2016 Primary Division and Junior Division Assessment Results was shared with Executive Council on October 12 and with Trustees on October 17<sup>th</sup>.

Respectfully submitted,

Linda De Vos  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Secondary Program

RE: **Data Report - EQAO Board Report of the 2015-2016 Grade 9 Assessment of Mathematics**

DATE: October 17, 2016

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Data Report - EQAO Board Report of the 2015-2016 Grade 9 Assessment of Mathematics as information.

### 1.0 Background:

- 1.1 The purpose of the Grade 9 Assessment of Mathematics is to assess students and report yearly data on the level at which students are meeting curriculum expectations in mathematics up to the end of Grade 9 (Grade 9 Assessment Framework, EQAO, 2009).
- 1.2 This assessment is summative, administered near the end of the semester in which the student takes mathematics. It provides a snapshot of student achievement on the expectations up to the end of Grade 9 Applied or Academic Mathematics. Students in Grade 9 Locally Developed Mathematics classes do not write a large scale assessment.
- 1.3 EQAO indicates that schools may count the EQAO Grade 9 Assessment of Mathematics as part of the summative evaluation for the course in Applied or Academic Grade 9 Mathematics. It can be valued between 0 – 30% of the final grade as a summative evaluation.
- 1.4 Students write the assessment over two classroom periods. Sixty minutes is allotted to complete each booklet, but it is estimated that students will take forty minutes to complete the required work.
- 1.5 635 Grand Erie students participated in the 2015-2016 Applied administrations. 1091 Grand Erie students participated in the 2015-2016 Academic administrations.

2.0 Additional Information

2.1 The 2015-2016 Assessment of Mathematics was comprised of two booklets. Each booklet contained both operational and field-test reading and writing items. The operational items count toward a student's score while the field-test materials are assessed for suitability as future test items.

2.2 The 2015-2016 assessment items were the same format in both Applied and Academic:

- twenty-seven multiple choice items;
- eight open-response items;
- four field-test items (3 multiple choice questions, 1 open-response question);
- The following table demonstrates the distribution of marks on this assessment:

Grade 9 Assessment of Mathematics: Approximate Number of Raw Score Points and Percentage of Total Raw Score Points by Item Type		
Operational Item Type	Number of Raw Score Points	Percentage of Total Raw Score Points
Multiple-Choice Items	24	46%
Open-Response Items	28	54%
Total	52	100%

2.3 Questions in both assessments represent the following strands: Number Sense and Algebra, Linear Relations, Measurement and Geometry. Additionally, in the Academic Mathematics assessment, the strand of Analytical Geometry was assessed.

Sample questions from each level and semester are available on the EQAO website.

2.4 EQAO reports data using two methods, "All Students" and "Participating Students"

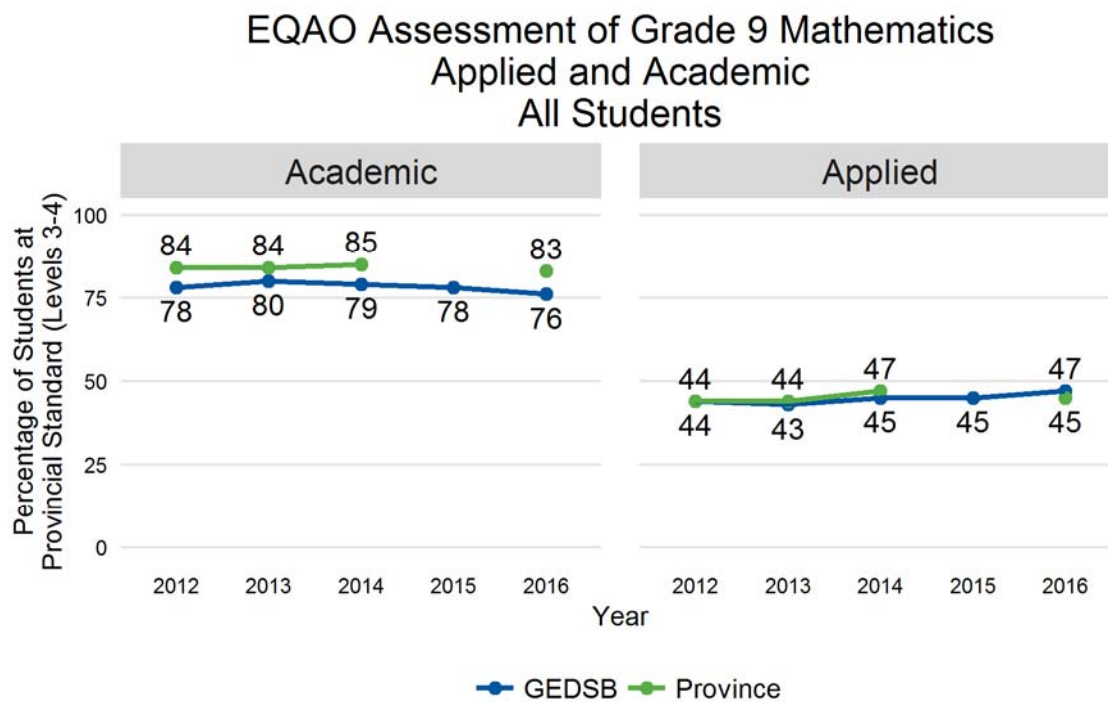
"All Students" reports results for all students enrolled in Grade 9 Academic and / or Applied Mathematics programs.

"Participating Students" reports results for those students who took part in the assessment. These reports include students whose work was missing data due to absence, medical, or other reasons.

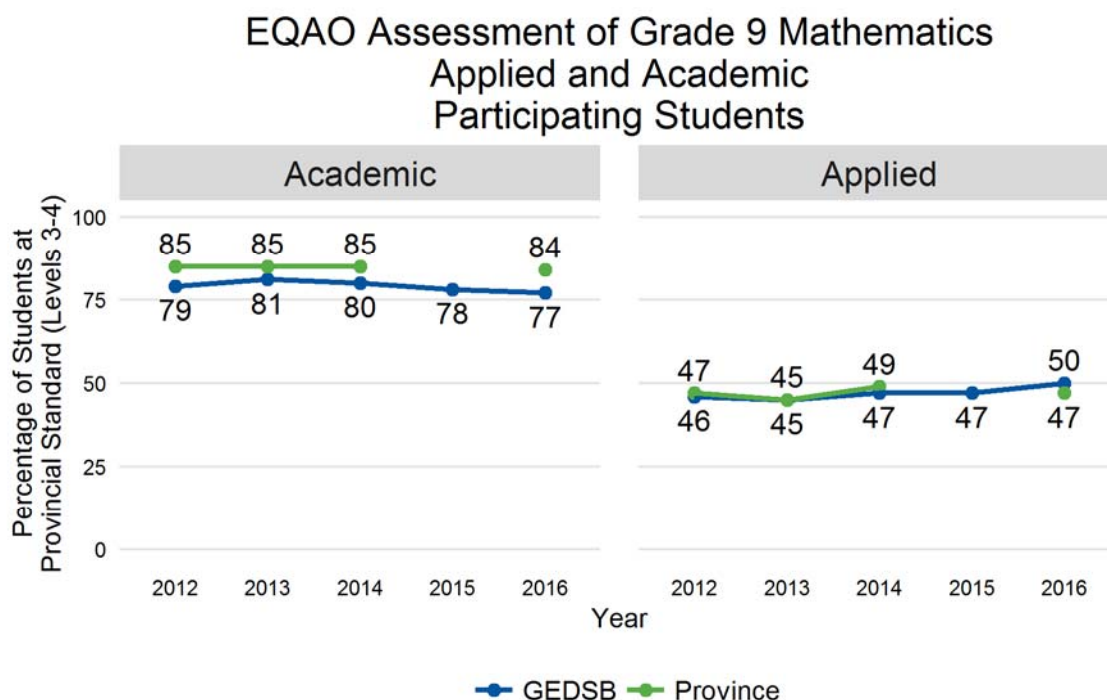
The participation rate of Grand Erie students in Academic Mathematics was 99%. The participation rate of Grand Erie students in Applied Mathematics was 94%.

### 3.0 Summary of Results and Key Findings

## GEDSB and Provincial Results Level 3 and 4 Academic and Applied – All Students



## GEDSB and Provincial Results Level 3 and 4 Academic and Applied – Participating Students



### 3.1 Results for Students Taking Academic Grade 9 Math

#### Analysis and Next Steps:

- Over the last five years there has been a gradual decrease of 2% in both reporting methods for Grand Erie Grade 9 Academic students.
- 15% of the students in the Academic pathway who were not at provincial standard in Grade 6 achieved the provincial standard in Grade 9.
- 9% of the students in the Academic pathway who were at provincial standard in Grade 6 did not achieve the provincial standard in Grade 9.

**Next steps** are identified in the Board Improvement Plan for Student Achievement. Key strategies include two PD days with a focus on Cross-Curricular Numeracy awareness and skill development, Intermediate Collaborative Learn sessions, and the Cross Panel Resource for Mathematics (CPR-M).

## 3.2 Results for Students Taking Applied Grade 9 Math

Analysis and Next Steps
<ul style="list-style-type: none"> <li>- Over the last five years, students in Grand Erie have achieved a gradual increase of 4% (<i>All</i>) and 5% (<i>Participating</i>) with the EQAO Applied Assessment of Mathematics</li> <li>- 33% of the students in the Applied pathway who did not achieve the provincial standard in Grade 6 achieved the provincial standard in Grade 9</li> <li>- 3% of the students in the Applied pathway who did achieve the provincial standard in Grade 6 did not achieve the provincial standard in Grade 9</li> <li>- 6 of 12 schools maintained a Grade 9 Applied Mathematics focus in their School Support Initiative (SSI) projects. With coaching support and job-embedded professional learning, schools achieved an increased success rate for students who wrote the Applied Assessment.</li> </ul> <p><b>Next steps</b> are identified in the Board Improvement Plan for Student Achievement. Key strategies include two PD days with a focus on Cross-Curricular Numeracy awareness and skill development. The Renewed Math Strategy (RMS) will provide a deeper focus through the release of School Math Leads each semester for the identified intensive and increased support schools. An additional qualification course in Mathematics will be offered to Grade 7 and 8 teachers. In addition, 6 PD sessions will be provided in collaboration with The Critical Thinking Consortium.</p>

## GEDSB and Provincial Results

### Academic Results Related to Gender

Year	GEDSB Academic - Girls	Provincial Academic - Girls	GEDSB Academic - Boys	Provincial Academic - Boys
11-12	76	83	81	85
12-13	78	84	83	85
13-14	76	84	83	86
14-15	75	-	80	-
<b>15-16</b>	<b>75</b>	<b>83</b>	<b>77</b>	<b>84</b>



## GEDSB and Provincial Results Applied Results Related to Gender

Year	GEDSB Applied - Girls	Provincial Applied - Girls	GEDSB Applied - Boys	Provincial Applied - Boys
11-12	41	42	46	47
12-13	38	41	48	46
13-14	42	45	47	49
14-15	39	-	50	-
<b>15-16</b>	<b>47</b>	<b>43</b>	<b>47</b>	<b>47</b>

### 3.3 Results Relating to Gender

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
<ul style="list-style-type: none"> <li>- In the Academic Assessment, 77% of boys and 75% of girls achieved level 3 or 4.</li> <li>- In the Applied Assessment, 47% of boys and 47% of girls achieved level 3 or 4.</li> </ul>	<ul style="list-style-type: none"> <li>- Over the last five years, boys have demonstrated a 4% decrease and girls have demonstrated a 1% decrease in the Academic Assessment.</li> <li>- Over the last five years, boys have achieved a 1% increase and girls have achieved a 6% increase in the Applied Assessment.</li> <li>- The achievement gap between Grand Erie boys and girls and Provincial boys and girls with the Academic Assessment remains an area for improvement. Focus on specific strategies for success in Applied assessment for our SSI schools have continued to improve assessment performance among Grand Erie girls over the last few years.</li> </ul> <p><b>Next steps</b> include staff demonstrating effective instruction and assessment in cross-curriculum application as a result of the focused PD days on Numeracy. In addition, the cross-panel collaboration among intermediate and secondary math teachers through the RMS will provide opportunity for the culture of high expectations.</p>

Respectfully Submitted,

Denise Martins  
Superintendent of Secondary Program



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Secondary Program

RE: **Data Report - EQAO Board Report of the 2015-2016 Ontario Secondary School Literacy Test**

DATE: October 17, 2016

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Recommended Action: Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive Data Report - EQAO Board Report of the 2015-2016 Ontario Secondary School Literacy Test as information.

### 1.0 Background

- 1.1 The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by *The Ontario Curriculum* across all subjects up to the end of Grade 9 (OSSLT Framework, EQAO, 2007).
- 1.2 Students must successfully complete the OSSLT in order to fulfill the literacy requirement of the Ontario Secondary School Diploma (OSSD). Successful completion of the Ontario Secondary School Literacy Course (OSSLC) is an alternate route to the literacy credential for students who have had at least one unsuccessful attempt at the OSSLT.
- 1.3 The OSSLT was administered on March 31, 2016 to first-time eligible grade 10 students and to previously eligible students who were unsuccessful, absent, or deferred from previous administrations of the test.
- 1.4 In this administration, 1871 Grand Erie Students were eligible for the first time; 1710 students participated in their first attempt at the OSSLT. 1123 students were previously eligible and of those 463 students participated with this administration. 444 of the previously eligible students did not participate in the test, but enrolled in the OSSLC.
- 1.5 Data is reported separately for first-time and previously eligible students.

## 2.0 Additional Information

2.1 The 2016 OSSLT was comprised of four test booklets—two Question Booklets and two corresponding Answer Booklets. Each booklet contains both operational and field-test reading and writing items. The operational items count toward a student's score while the field-test materials are assessed for suitability as future test items.

2.2 The 2016 operational items were:

- thirty-one multiple-choice reading items based on five reading selections;
- four open-response items related to three of the five reading selections;
- two short open-response writing tasks;
- two long open-response writing tasks (a series of paragraphs expressing an opinion and a news report);
- eight multiple-choice items related to a piece of writing.

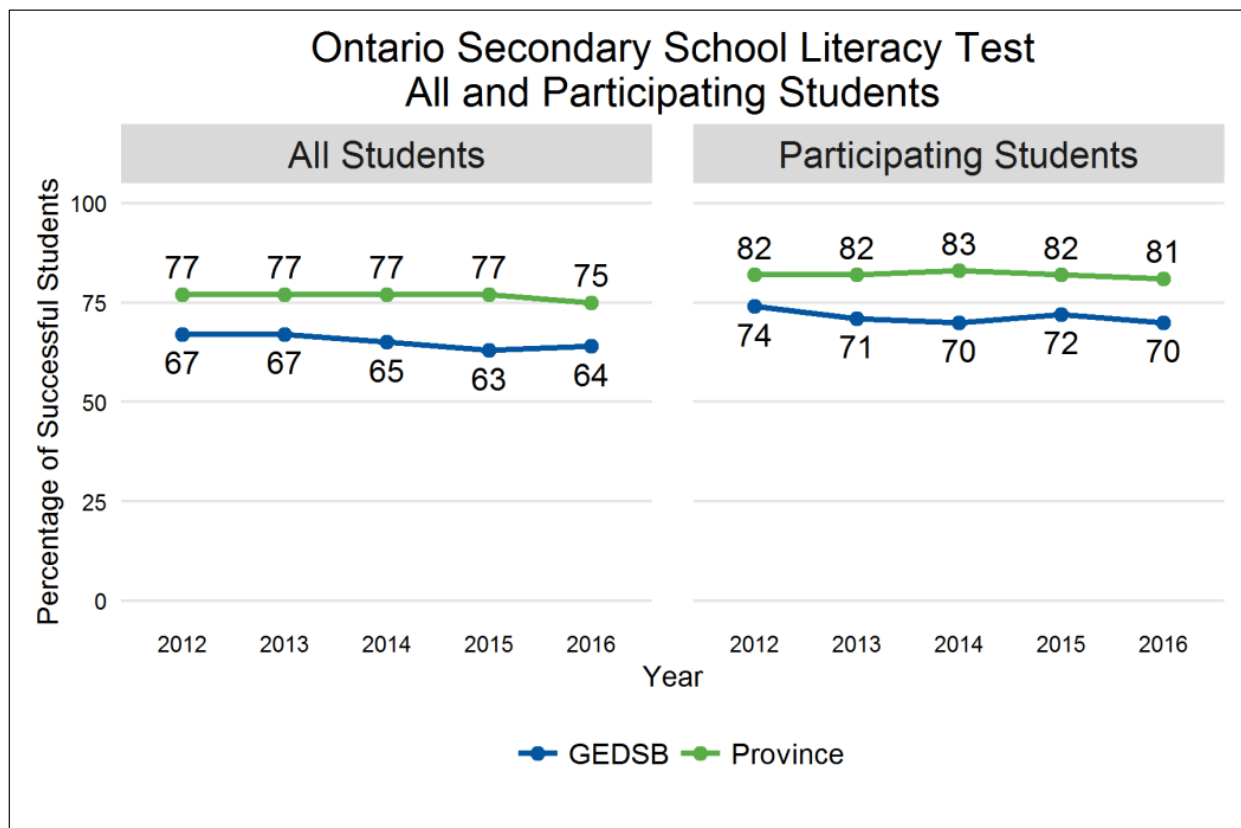
2.3 EQAO reports data using two methods: "All Students" and "Participating Students".

"All Students" is a percentage breakdown of students in the cohort who are working toward an OSSD. The only students excluded from these percentages are those who are exempt. To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

"Participating Students" is a percentage breakdown of those students who fully participated in the OSSLT. Students are considered to have participated in the OSSLT if they are present and complete work for both sessions of the administration. Students are considered to not have participated in the OSSLT if they are exempted, absent, or deferred. Participating students are assigned an achievement result of either successful or not successful.

### 3.0 Summary of Results and Key Findings

## GEDSB and Provincial Results First Time Eligible – All and Participating Students



## 3.1 Results for First-Time Eligible Students

<u>Analysis and Next Steps:</u>
<p>- Over the last five years, results for participating students have fluctuated within a 4% range in Grand Erie.</p> <p><b>Next steps</b> for 2016-2017 are identified in the Board Improvement Plan for Student Achievement.</p> <p>One key strategy is the Literacy Support Plan for students within the Applied and Locally Developed pathways. These students will be participating in a system OSSLT practice assessment. The results will help to inform administration and teachers of areas for improvement with seven fundamental literacy skills embedded in the curriculum and the OSSLT. Additional strategies include the Achieving Excellence in Applied Courses (AEAC) initiative where principals and teachers work together to implement evidence-based instructional strategies. Cross panel learning sessions will continue to focus on literacy needs in Grades 7, 8, 9, and 10.</p>

## GEDSB and Provincial Results

### Previously Eligible – Participating Students

Year	GEDSB Previously Eligible Students	Provincial Previously Eligible Students
2012	44	48
2013	43	49
2014	39	50
2015	48	50
2016	44	49

## 3.2 Results for Previously Eligible Students:

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
- 44% of the students in Grand Erie who wrote	- Five-year trend data demonstrates some

<p>the OSSLT for a second or third time were successful and received the literacy credential compared to 49% in Ontario.</p> <ul style="list-style-type: none"> <li>- 444 students who were previously eligible pursued the Literacy Credential through the OSSLC.</li> </ul>	<p>variance in terms of patterns over time for participating previously eligible students.</p> <ul style="list-style-type: none"> <li>-The previously eligible demographic includes those students who have been unsuccessful on their first attempt at the test or been deferred with an individual literacy plan in place.</li> </ul> <p><b>Next steps</b> for 2016-2017 are identified in the Board Improvement Plan for Student Achievement with the Literacy Support Plan as a key strategy. Many students who fail the literacy test benefit from the skills and knowledge taught in the classroom environment of the OSSLC. Students may take the OSSLC in either Grade 11 or Grade 12. The course supports the development of stronger reading and writing skills by developing a portfolio of tasks that parallel those on the OSSLT.</p>
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### 3.3 Results of English Course Type

## GEDSB and Provincial Profile English Course Type 2016

English Course Type	GEDSB	Provincial
Academic English	57%	73%
Applied English	33%	20%
Locally Developed English	8%	3%
ESL/ELD	<1%	2%
Other	1%	1%

Respectfully Submitted,

Denise Martins  
Superintendent of Secondary Program





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

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

DATE: October 17, 2016

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the “Data Report – Voluntary Aboriginal Self-Identification” as information.

### Background

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

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

### Additional Information

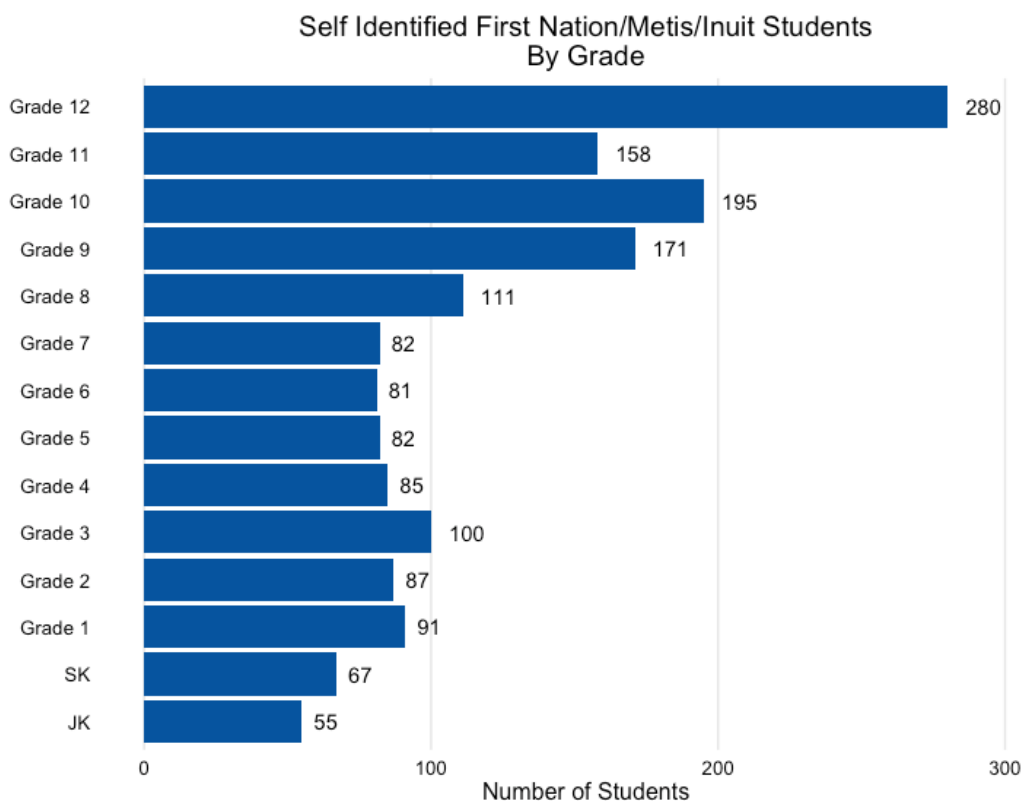
Table 1 of this report provides a summary of First Nation, Métis and Inuit self-identified students in the Grand Erie District School Board for the 2016-2017 school year. Chart 1 shows the number of self-identified FNMI students by Grade.

## Number of Students Self-Identified

**Table 1**

Elementary Students				
	2013	2014	2015	2016
Brant/Brantford	354	400	478	609
Haldimand	61	76	100	139
Norfolk	65	71	77	93
<b>Total</b>	<b>480</b>	<b>547</b>	<b>655</b>	<b>841</b>

Secondary Students				
	2013	2014	2015	2016
Brant/Brantford	249	320	362	367
Haldimand	383	434	438	385
Norfolk	8	38	37	52
<b>Total</b>	<b>656</b>	<b>792</b>	<b>837</b>	<b>804</b>

**Chart 1****Summary**

Self-identification information has been tracked on an annual basis. In total there were 1645 students who identified themselves as FNMI by September 2016. This is 6% of the total student population compared to 5.4% in 2015. Of the self-identified FNMI students, 48.8% are female and 51.2% are male. The tables above show that between September 2015 and September 2016, the number of elementary self-identified students increased by 28%. Our efforts during the past few years have been focused on students entering school as is seen in the elementary increase.

Our overall numbers may not increase substantially in the upcoming years as families/students only need to self-identify once. Secondary shows a decrease of 4% - this is due to the fact that we have not included all Tuition Agreement students in our self-identification numbers. Not all of our Tuition Agreement students have formally self-identified, therefore, we did not feel that it is appropriate to include them in our data. In subsequent years we would like to move this report to November so that we can access self-identification data up to the end of October.

Respectfully submitted,

Brenda Blancher  
Director of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Primary Class Size Report**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

### Background:

Since 2007-08 the Ministry of Education has required Boards to be fully compliant with the primary class size cap: 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students. It is also a requirement that the Board achieve compliance while ensuring that the average class size in Grades (4 to 8) 24.15 or less.

### Grand Erie Statistics for 2016-17:

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was September 16, 2016. The reporting is done on a Ministry provided web based reporting tool. Appendix A provides Grand Erie District School Boards 2016-17 statistics from the data provided to the Ministry with comparative data for 2011-12 through 2015-16.

It is of note that the report confirms that full compliance has been achieved in each year. For 2016-17, 100% of our Primary Classes are under 23 students, 91.7% (220) are at 20 and under and only 8.3% (20) of our Primary Classes are greater than 20 but no more than 23. All Grade 3/4 combined classes are organized at 23 or under. Also key, is that the report confirms that the average grade 4-8 class size is compliant at 24.13.

Grand Erie has 139 Full Day Early Learning classes with an average class size of 24.27 which is below the funded level of 26 per class. 26 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no ECE as permitted in Regulation 224/10. Appendix B lists schools hosting Early Learning Classes organized with no ECE.

Respectfully submitted,

Jamie Gunn  
 Superintendent of Business & Treasurer

Primary Class Size - Board Statistics	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Key Statistics</b>						
% Primary Classes 20 and under	90.4%	90.4%	91.6%	89.9%	89.9%	<b>91.7%</b>
% Primary Classes 23 and under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
Average Junior/Intermediate (grades 4-8) Class Size	24.3	24.15	24.11	24.13	24.11	<b>24.13</b>
% Grade 3/4 Combined Classes 23 and Under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
<b>Early Learning Program Statistics</b>						
<b>% of ELP Classes</b>						
Under 26	83.3%	60.3%	39.3%	47.1%	48.6%	<b>50.4%</b>
26	3.3%	14.3%	13.7%	6.5%	7.9%	<b>5.8%</b>
27 and above	13.3%	25.4%	47.0%	46.4%	43.6%	<b>43.88%</b>
<b>Information on ELP Classes</b>						
Number of ELP Classes	30	63	102	138	140	<b>139</b>
ELP Enrolment	648	1522	2504	3368	3386	<b>3374</b>
Average ELP Class Size	21.6	24.16	24.5	24.4	24.19	<b>24.27</b>
Number of Schools Offering ELP Program	13	28	44	60	60	<b>60</b>
<b>Primary (JK-3) Statistics</b>						
<b>% of Primary Classes</b>						
20 and under	90.4%	90.4%	91.6%	89.9%	89.9%	<b>91.7%</b>
21	3.3%	3.2%	1.6%	2.0%	2.5%	<b>1.7%</b>
22	2.3%	2.6%	3.3%	2.0%	3.4%	<b>3.3%</b>
23	4.0%	3.8%	3.3%	6.0%	4.2%	<b>3.3%</b>
24	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
25 and more	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Number of Primary Classes</b>						
20 and under	359	312	274	223	213	<b>220</b>

<b>Primary Class Size - Board Statistics</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
21	13	11	5	5	6	<b>4</b>
22	9	9	10	5	8	<b>8</b>
23	16	13	10	15	10	<b>8</b>
24	0	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	0	<b>0</b>

Total Number of Primary Classes	397.0	345	299	248	237	<b>240</b>
Total Number of Primary Classes (FTE)	324.5	272	272.5	248	237	<b>240</b>
Total Primary Enrolment (FTE)	6,129.0	5,208.5	5,179.5	4,748.0	4,611.0	<b>4,657.0</b>



<b>Primary Class Size - Board Statistics</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
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**Information on Grade 3/4 Combined Classes (includes all Primary/Junior Combined Classes)**

<b>Number of Classes</b>						
20 and under	9	4	7	8	23	12
21	2	2	5	2	10	9
22	3	8	9	4	7	15
23	14	22	18	27	23	22
24	0	0	0	0	0	0
25 and more	0	0	0	0	0	0
<b>Total Grade 3/4 Combined Classes</b>	<b>28</b>	<b>36</b>	<b>39</b>	<b>41</b>	<b>63</b>	<b>58</b>

**Grade 3/4 Combined Class Enrolment**

Total Grade 3/4 Combined Class Enrolment	592.0	803.0	849.0	893.0	1310.0	1253.0
Primary Enrolment in Primary/Junior Combined Classes	267.0	388.0	424.0	504.0	675.0	717.0

**Junior/Intermediate (grades 4-8) Statistics**

Number of Junior/Intermediate Classes	378.0	382.0	378.0	379.0	383.0	388.0
Junior/Intermediate Enrolment	9,172.0	9,225.0	9,115.0	9,145.0	9,234.0	9,361.0

**Self-Contained Special Education Statistics**

Number of Self-Contained Special Education Classes	36.0	35.0	34.0	34.0	34.0	35.0
Self-Contained Special Education Enrolment	286.0	291.0	295.0	284.0	311.0	314.0

# Grand Erie District School Board

## Appendix B

### 2016-17 Kindergarten Classes without a DECE

School	Total FD ELK Enrolment	Class Enrolment With a DECE			Enrolment with no DECE
Banbury Heights	76	32	29	-	15
Bloomsburg	43	29	-	-	14
Burford District (Regular Program)	63	25	24		14
Burford District (FI Program)	55	27	28		
Echo Place	35	23	-	-	12
Graham Bell-Victoria	35	22	-	-	13
Grandview Brantford	33	20	-	-	13
Greenbrier	36	21	-	-	15
Hagersville	44	30	-	-	14
King George	62	24	24	-	14
Langton	35	20	-	-	15
Lynndale Heights	35	28	30	-	15
Major Ballachey	67	25	27	-	15
Mount Pleasant	36	22	-	-	14
Oneida Central	36	21	-	-	15
Onondaga-Brant	36	22	-	-	14
Port Rowan	42	27	-	-	15
Prince Charles	38	23	-	-	15
Princess Elizabeth	37	25	-	-	12
Rainham Central	35	20	-	-	15
Russell Reid	48	34	-	-	14
Teeterville	32	18	-	-	14
Thompson Creek	72	28	29	-	15
Walpole North	65	25	25	-	15
Walsh (Regular Program)	43	29	-	-	14
Walsh (FI Program)	75	25	26	24	
Walter Gretzky	100	27	26	32	15
Waterford	70	27	29	-	14

[Enrolment Reported Sept 16, 2016]



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education and Secretary

RE: **2016-17 Board Action Plan on First Nation, Métis and Inuit Education**

DATE: October 17, 2016

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the 2016-17 Board Action Plan on First Nation, Métis and Inuit Education report as information.

### Background

On March 5, 2014, the Ministry of Education released the [\*Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan\*](#). The plan builds on progress to date in the implementation of the [\*Ontario First Nation, Métis and Inuit Education Policy Framework\*](#) (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office provides funding to support boards with developing and implementing a *Board Action Plan on First Nation, Métis and Inuit Education* through the 2016-2017 First Nation, Métis and Inuit Education Supplement of the Grants for Student Needs.

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

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

### Additional Information

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

- Using data to support student achievement
  1. Significant increase in the percentage of First Nation, Metis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
  2. Significant increase in the number of First Nation, Metis, and Inuit teaching and non-teaching staff in school boards across Ontario

3. Significant increase in the graduation rate of First Nation, Metis, and Inuit students
4. Significant increase in First Nation, Metis, and Inuit student achievement
- Supporting students
  5. Significant improvement in First Nation, Metis, and Inuit students' self-esteem
  6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools
- Supporting Educators
  7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively
- Engagement and Awareness Building
  8. Increased participation of First Nation, Metis and Inuit parents in the education of their children
  9. Increased opportunities for knowledge sharing, collaboration, and issue resolution

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

The FNMI Board Action Plan requires school boards to identify goals from our strategic plan and/or our Board Improvement Plan for student achievement that connect with the programs and initiatives we are planning for 2016-17 as part of our FNMI actions. Our FNMI Action Plan goals are well connected with our 2016-2020 Multi-Year Plan indicator statements and goals.

The total funding amount for this work for 2016-17 is \$115,541. Some components of the plan do not have funding attached to them as they are part of the work of the Indigenous Ed team that is funded through the FNMI per pupil amount. The team has built the 2016-17 First Nation, Métis and Inuit Education Action Plan with input from the Elementary and Secondary Program teams and our System Research Leader.

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

Respectfully submitted,

Brenda Blancher  
Director of Education

**Grand Erie District School Board**  
**2016-2017 Board Action Plan on First Nation, Métis and Inuit Education**

Framework Implementation Board Strategies	To be completed for the 16 strategies			C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget		
1. Through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students	<p>Success for Every Student</p> <p>We will set high expectations for our students and staff. We will monitor, measure, and reflect on our outcomes.</p> <p>Increase staff understanding of effective instruction and assessment in literacy and numeracy.</p> <p>Increase student understanding of effective learning strategies and how to use them.</p> <p>Using learning cycles of plan, act, observe, and reflect, principals and teachers will implement effective classroom instruction to meet individual student learning needs.</p> <p>We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.</p> <p>Staff, students, and parents will promote health and well-being and will know how to access supports when needed.</p>	<p><b>Achievement and Well-Being</b>  We have a full-time Aboriginal CYW assigned to our elementary and secondary schools with a significant FNMI population.</p> <p>Indigenous Staff will be part of the planning and implementation of all planning around targeted and intensive support for students studying at the applied level through the “Achieving Excellence in Applied Classrooms” initiative – funding will be used to augment Student Success funding for supporting classroom teacher and administrator professional learning around the Indigenous learner</p> <p>An Itinerant Teacher – Indigenous Support and Engagement will be hired to develop and implement strategies, structures and tools to support the learning of Indigenous students</p> <p>-where a focus on FNMI students is included, release time for teachers will be provided</p> <p>-work with Elementary Program Coach (FNMI focus) to provide support for teachers working with FNMI learners to understand cultural learning and pedagogy</p> <p>Grand Erie Early Years Lead – invited Six Nations and New Credit Principals to participate in an online session to build capacity around the new Kindergarten program document and the addendum to <i>Growing Success</i></p> <p><b>Engagement, Learning and Achievement</b>  We have an FNMI specific instructional coach in the elementary panel who is working with teachers in elementary schools that have significant FNMI populations</p> <p>With the creation of the Finding Our Voice resource, teachers are incorporating the FNMI voice in their classrooms at the secondary level</p>	<p>\$25,000.00</p> <p>-release time for teachers; resources; professional learning expenses for the Itinerant Teacher</p>	<p>Teacher and student feedback and surveys will be used to monitor success of the Finding Our Voice resource</p> <p>Following the in-servicing and implementation of the Beyond the Drum Music project this will also be monitored.</p> <p>Feedback and input from the Itinerant Teacher – Indigenous Support and Engagement -data on the number of re-engaged Indigenous students</p>	<p>Teachers will be surveyed to determine the effectiveness of the programs.</p> <p>Use of Guskey’s 5 Critical Levels of PD Evaluation to ensure engagement, understanding and value of the PD we offer.</p> <p>Number of re-engaged Indigenous students</p>

Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	Enabling environments where all students can participate fully in their education will be created and promoted.	<p>With the inclusion/implementation of our Beyond the Drum Music Program, all Grand Erie students will experience authentic FNMI music, culture and traditions</p> <p><b>Engagement and Well-Being</b> Authentic Aboriginal resources have been purchased for all elementary schools that align with the new SSHG curriculum. These books are in all elementary schools.</p> <p>Authentic resources have also been purchased for all secondary schools.</p> <p>A process will be put in place to monitor how these resources are being used.</p>			
2. Collect, analyse, and report on data for self-identified Aboriginal students, to inform targeted strategies for increasing Aboriginal student achievement and success	<p>We will set high expectations for our students and staff. We will monitor, measure, and reflect on our outcomes.</p> <p>Increase staff understanding of effective instruction and assessment in literacy and numeracy.</p> <p>Increase student understanding of effective learning strategies and how to use them.</p> <p>Using learning cycles of plan, act, observe, and reflect, principals and teachers will implement effective classroom instruction to meet individual student learning needs.</p>	<p>Continue to do FNMI verification reports to ensure the accuracy of our FNMI numbers.</p> <p>Through our school climate surveys this year – using the “Tell Them From Me” survey, FNMI students will be encouraged to self-identify on the survey so that data can be disaggregated</p>	<p>\$500.</p> <p>Printing costs for Self-ID Cards</p>	<p>Verification reports will be done before the end of October to ensure our self-identification numbers are accurate.</p> <p>“Tell Them from Me” School Climate Survey</p>	<p>We will see an increase in self-identification numbers once data is determined to be accurate.</p> <p>The results from the “Tell Them From Me” survey will assist us in planning and program development. In addition, it will assist us in determining whether we need to liaise with additional community support organizations to provide support for students</p>

Framework Implementation Board Strategies	To be completed for the 16 strategies				C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget			
3. Engage with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify	Implement strategies to engage First Nation, Métis, and Inuit students, their teachers, and their parents/caregivers  Implement strategies to engage First Nation, Métis, and Inuit students, their teachers, and their parents/caregivers	Through the use of the Indigenous Education staff, continue to provide outreach regarding the Aboriginal Voluntary Self-Identification Policy.		Through the Indigenous Education team, we continue to promote the Aboriginal Self-Identification policy to increase self-identification.	Our self-identification numbers are increasing as we have moved into the next funding bracket.	
4. Engage with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges	We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.  Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.  Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.  To establish, maintain, enhance, and review partnerships and community relationships that support the unique	Through the Principal’s Professional Committee with Six Nations and New Credit Principals, we continue to share data and professional development opportunities.  We are providing a process for the New Credit Principal to connect with a Grand Erie Principal on a regular basis to share  Six Nations and New Credit Principals continue to attend Grand Erie Elementary Director’s Meetings to participate in professional development opportunities.  Six Nations and New Credit Principals will be included in PD for school administrators around the Renewed Math Strategy and Literacy initiatives at the elementary level  Six Nations teachers will be included in teacher PD as appropriate aligning with our current Tuition Agreement  This year, we will be working on a partnership with Six Nations teachers to provide Math Professional Development for Grade 7 & 8 teachers in an effort to work	\$5,000  Meeting expenses including release time as appropriate	Building of a partnership understanding with Six Nations Principals through an Action Plan developed collaboratively with the support of the INAC Special Advisor  Workshop attendance rates.  Use of Guskey’s 5 Critical Levels of PD Evaluation to ensure engagement, understanding and value of the PD we offer.	Quantitative evidence will require a three-year evaluative process. This year’s Primary/Junior, Gr. 9 and OSSLT EQAO data will become the control data. The 2016-2017 and 2017-2018 EQAO data and a cohort analysis will be done to assist us in evaluating the effectiveness of our efforts.	



Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
experienced by Aboriginal learners	needs of First Nation, Métis and Inuit students to reach their full potential.	collaboratively to improve student achievement in Grade 9 math with an emphasis on the Applied and LD learner.			In addition, qualitative teacher efficacy surveys will be created and collected throughout the program to determine the program effectiveness from the teacher perspective.
5. Increase First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective	<p>Success for Every Student</p> <p>We will ensure that students and staff have a safe and welcoming environment in which to learn and work.</p> <p>We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.</p> <p>Identify, develop, implement, and review strategies to improve First Nation, Métis, and Inuit student achievement in collaboration with school and system staff</p>	<p>Through the programs and services provided by the Indigenous Education staff (Native Advisor, Native Counsellors, Teacher Consultant, FNMI CYW) students continue to be encouraged to participate in programs and services</p> <p>The Native Advisor will support engagement activities for FNMI students</p>		The key indicator is student well-being and student involvement in programs and services.	<p>As the Indigenous Education staff continues to work with teachers and students. Students continue to be involved in activities as they feel comfortable and supported.</p> <p>Plan to gather feedback from educators around their capacity to support Indigenous learners</p>
6. Enhance the inclusion of First Nation, Métis, and Inuit students' needs	We will promote practices that help students, families and staff feel safe, welcomed and included.	<p>Celebrate June as Indigenous Awareness month in the board.</p> <p>We have provided schools with a CD called Grand Moments that was produced by and purchased from CKRZ; Six Nation's community radio station. The CD provides</p>		Continue to support schools with their June Indigenous Awareness activities.	Students and students will have an increased awareness and appreciation of

Framework Implementation Board Strategies	To be completed for the 16 strategies				C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget			
and experiences in board and school initiatives that promote safe and accepting schools	<p>Increase the sense of belonging among students.</p> <p>Create learning environments that are engaging, inclusive and culturally relevant to First Nation, Métis, and Inuit students, parents, and community members</p>	<p>historical snippets impacting the Grand River area. The CD’s are played as part of morning exercises periodically.</p> <p>Schools with significant FNMI populations have Haudenosaunee clan posters hung up in designated areas.</p> <p>Through the Indigenous Education Department, school workshops, drum groups, and clubs are supported at the elementary and secondary level.</p>		<p>Continue to work with teachers to support the piloting of the Thanksgiving Curriculum.</p>	<p>the Indigenous perspective.</p> <p>Parents and community members may attend the school for events.</p>	
7. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities	<p>Enabling environments where all students can participate fully in their education will be created and promoted.</p> <p>We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.</p> <p>Learning environments will be created that are engaging, inclusive and culturally relevant to First Nation, Métis, and Inuit students, parents, and community members</p>	<p>Exploring a program where senior high school students will act as mentors for Grade 8 students from Six Nations and New Credit elementary schools — with a plan for follow-up when the students are in Grade 9 in Grand Erie secondary schools.</p> <p>Engage a facilitator to develop the mentor program and support schools through the delivery of the program.</p> <p>Through the Indigenous Education Team, schools are able to access funding to support FNMI student voice, learning and engagement activities.</p> <p>A proposal process will be created which will include a report back to the Indigenous Education Team and Native Advisory Committee as appropriate.</p>	<p>\$20,000.00</p> <p>Training and resources; release time for teachers who are supporting the program.</p> <p>\$11,541.00</p>	<p>Students will continue to participate in the MIND Program.</p> <p>Student feedback – from the Mentors and from the students being mentored.</p> <p>Workshop, initiative attendance rates.</p> <p>Educator and student feedback.</p>	<p>Through the impact of the this project we will see students making better life choices and achieving success.</p> <p>Follow-up with students will show a smoother transition to secondary school</p> <p>Students will express a higher level of engagement in their school life.</p> <p>Students will feel that their voice is heard and valued.</p> <p>Educators will confirm the value of the various activities.</p>	

Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
8. Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students	<p>We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.</p> <p>Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.</p> <p>Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.</p> <p>Monitor the partnership between Grand Erie and Six Nations Child &amp; Family Services to ensure FNMI students have access to social workers who have a clear understanding of their unique needs</p>	<p>Continue our partnership with Six Nations Child &amp; Family Services</p> <p>Continue our partnership with Ganohkwasra in our Section 23 Classroom</p> <p>Continue the investigation of partnering with New Directions Group for a secondary suspension program</p>		Continue to support our various community partnerships by liaising with staff and providing for student needs as identified by both staff and students	Quantitatively, we know that students in these programs are achieving academic success by credit accumulation. Qualitatively, we know that the culmination of the school programming and the additional services is helping students to feel better about themselves which is increasing student achievement.
9. Increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs	<p>Increase student understanding of effective learning strategies and how to use them.</p> <p>Using learning cycles of plan, act, observe, and reflect, principals and teachers will implement effective classroom instruction to meet individual student learning needs.</p> <p>Implement Native Language programs in Brantford and Haldimand Secondary Schools</p>	We currently have Cayuga language in our Haldimand schools and look forward to Mohawk language in Brantford schools for semester 2	\$7500.00  Training Expenses	<p>As we now have a Native Language teacher at 1 high school and a plan for a second teacher for semester 2, we would like to offer some teacher professional development for our language teachers.</p> <p>As the Six Nations Language Commission is moving language at Six Nations in the direction of utilizing the Root Word Method, we would like to work</p>	By providing teachers with this training, we would be building a solid foundation for our Native Language courses. In addition, we would be utilizing the same language teaching methodologies and assessment methods as all other Haudenosaunee language programs at

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					<p>with our language teachers to provide this training. It is important that all our Haudenosaunee language teachers are utilizing the same teaching methodology. In addition, we would like to provide our language teachers with ACTFL (American Council for the Teaching of Foreign Language) training. This training teaches teachers how to utilize the additional ACTFL methods for listening and/or writing assessments.</p> <p>We could partner with Six Nations Language Teachers in providing this professional development opportunity.</p>	Six Nations, thus building our community language base and ensuring our language survival.
10. Focus on supporting successful transitions for First Nation, Métis, and Inuit students	<p>We will promote practices that help students, families and staff feel safe, welcomed, and included.</p> <p>We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.</p> <p>Monitor the partnership between Grand Erie, Six nations and New Credit schools to implement a Transition Plan that promotes a smooth transition for tuition agreement students from one school</p>	<p>The annual transition event within the Six Nations community for elementary school students and parents will be held.</p> <p>Through the Indigenous Education Department, individual school transition events will be supported.</p>	<p>\$4000.00</p> <p>Release time as appropriate; resources and refreshments</p>		Six Nations & New Credit Community Transition Event will be planned. The event will take place in the community and grade 8 students from Six Nations & New Credit will be invited to attend. Grand Erie schools will set up information booths to showcase their schools. Students and parents visit the booths and talk to school staff to help determine which school is a right fit for the student, therefore minimizing	Based on the number of student transfers, we will be able to determine if our transition event successfully helps students choose the right school for them. In addition, based on our Native Counsellors student visits, we will be able to determine the

Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	to another, including students with special needs.			transfers. In addition, meeting with school staff, especially Native Counsellors will help students to be more comfortable.	success of student transition.
11. Continue to work with local First Nations to implement successful Education Service Agreements and to support successful transitions for First Nation students	<p>We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.</p> <p>Monitor the partnership between Grand Erie, Six Nations and New Credit schools to implement a Transition Plan that promotes a smooth transition for tuition agreement students from one school to another, including students with special needs</p>	<p>Through our tuition agreement and through various community partnerships, we have Native Education Counsellors who are available to students</p> <p>Through the work of the Indigenous Education Team, we also support school transition events</p>		Our Native Advisory Committee meets six times a year. Schools share data and student voices are represented as students share their transition experiences and their successes and challenges at secondary school.	Native Advisory Committee makes recommendations to the board based on the needs identified by the students and by the schools regarding the FNMI perspective.
12. Facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement,	<p>Success for Every Student</p> <p>We will set high expectations for our students and staff. We will monitor, measure, and reflect on our outcomes.</p> <p>Increase staff understanding of effective instruction and assessment in literacy and numeracy.</p> <p>Increase student understanding of effective learning strategies and how to use them.</p>	Cultural Competency Training for staff and Trustees.	\$30,000.00 Training Costs	<p>Through a Six Nations community organization, we would like to offer Cultural Competency Training to teachers, administrative and support staff and Trustees.</p> <p>Workshop attendance rates, surveys, feedback.</p>	By providing the Cultural Competency Training, we will see an increase in teacher efficacy in teaching FNMI students and Indigenous content and an awareness by Trustees and administrative staff of how their decisions impact FNMI learners.

Framework Implementation Board Strategies	To be completed for the 16 strategies				C. Program Indicators/Outputs	D. Evidence-Based Outcomes
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget			
well-being, and success	Increase cultural awareness of school and system staff.					<p>Through feedback and teacher efficacy surveys, we can help to determine whether the workshop was effective.</p> <p>Use of Guskey’s 5 Critical Levels of PD Evaluation to ensure engagement, understanding and value of the PD we offer.</p>
13. Provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support	<p>Success for Every Student</p> <p>We will set high expectations for our students and staff. We will monitor, measure, and reflect on our outcomes.</p> <p>Increase staff understanding of effective instruction and assessment in literacy and numeracy.</p> <p>Increase student understanding of effective learning strategies and how to use them.</p> <p>Increase cultural awareness of school and system staff</p>	<p>Through the Indigenous Education Department, a bus tour of the Six Nations and New Credit communities will be hosted to provide staff with an opportunity to visit the community and ask questions</p> <p>This year, through our Funding Opportunities Grants, we would like to offer Cultural Competency Training to Administrators and secondary History and Civics teachers – we will work with the Secondary Program Team to develop a plan to combine professional learning sessions to reduce time out of class for teachers.</p>	<p>\$9,000</p> <p>Tour expenses including refreshments and resources.</p> <p>Release time for teachers to attend PD sessions</p>			

Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
Aboriginal learners more effectively					
14. Support an increased focus on Aboriginal education by inviting board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities	<p>Success for Every Student</p> <p>We will set high expectations for our students and staff. We will monitor, measure, and reflect on our outcomes.</p> <p>Increase staff understanding of effective instruction and assessment in literacy and numeracy.</p> <p>Increase student understanding of effective learning strategies and how to use them.</p> <p>Provide professional development opportunities for Indigenous Education Department staff to ensure that they remain current with Indigenous Education initiatives.</p>	<p>Indigenous Education staff attends conferences and professional development opportunities annually. This year, staff will be attending various Indigenous Education Conferences, including but not limited to <i>Indspire</i>.</p> <p>Professional learning from conference attendance will assist Indigenous Education staff to better understand the context of Indigenous Education across Canada and internationally and will help to better drive programming and initiatives by providing learning and sharing opportunities with other Indigenous educators and policy makers.</p> <p>Indigenous Education staff will participate as appropriate in Ministry sessions offered by the Student Achievement Division.</p>	<p>\$3000.00</p> <p>Conference fees, accommodation and travel</p>	<p>Indigenous Education staff will be attending the <i>Indspire</i> Education Conference and the <i>World Indigenous People's Conference on Education</i> (WIPCE).</p> <p>Attendance at and feedback from conferences. Plans to incorporate professional learning into capacity building for Grand Erie staff.</p> <p>Feedback from Ministry sessions and impact of working within a K-12 Program structure at the system level.</p>	<p>Staff reporting increased capacity to support Indigenous learners.</p> <p>Evidence of increased support.</p>
15. Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding	<p>We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.</p> <p>Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.</p>	<p>Continue to liaise with FNMI community organizations both on-reserve and in the urban community with respect to self-identification</p> <p>Continue to provide self-identification blitzes in the board and outreach to parents through schools.</p>		<p>Through the establishment of connections with Urban Aboriginal organizations, we would like to plan a community event to build relationships with parents and to promote self-identification.</p>	<p>Through the promotion of self-identification, we should see an increase in our self-identification numbers.</p>



Framework Implementation Board Strategies	To be completed for the 16 strategies				
	A. Board Goal <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2016-17)?</i>	Total Budget	C. Program Indicators/Outputs	D. Evidence-Based Outcomes
of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify	Review and create board partnerships with local First Nation, Métis, and Inuit community organizations (both on-reserve and urban) (e.g., Native Friendship Centres, formation of an Urban Aboriginal Advisory Council)				
16. Collaborate with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success	<p>We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.</p> <p>Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.</p> <p>Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.</p> <p>Review and create board partnerships with local First Nation, Métis, and Inuit community organizations (both on-reserve and urban) (e.g., Native Friendship Centres, formation of an Urban Aboriginal Advisory Council)</p>	Work with local urban Aboriginal organizations to make connections to benefit our students and families.		Similar to the model of our tuition agreement report that is shared annually with the Six Nations community, through the establishment connections with Urban Aboriginal organizations we would like to provide the urban community with a report on FNMI student success. Organizations could provide recommendations and share how they can support Grand Erie through their support of students and families.	The establishment of these connections will provide Grand Erie with an opportunity to liaise with other Aboriginal organizations and with the Aboriginal community, thereby building a stronger working relationship to better support FNMI students and intern ensuring Indigenous student success.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education

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

DATE: October 17, 2016

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**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the report "Public Consultation Plan for Special Education Plan Annual Review" as information.

**Background:**

As part of the annual review of the Grand Erie District School Board Special Education plan, historically three public meetings have been held to provide members of the community with an opportunity for public input into the plan. At these meetings a brief presentation on a timely topic in special education in Grand Erie occurred, followed by open session questions from the floor. Advertisements were placed in newspapers that publish within the jurisdiction of the Grand Erie District School Board. Information was shared with schools for inclusion in school newsletters, as well as being placed on the Grand Erie DSB website.

In order to reach the largest audience possible, meetings were held in each geographical region of the board, typically after the dinner hour.

These meetings have not been well attended and did not focus on specific input into the Special Education Plan. In an effort to seek more targeted feedback from the public about the Special Education Plan, the Special Education team, in consultation with the Special Education Advisory Committee, has developed a new plan for gaining public input into the Special Education Plan.

**Budget Implications/Funding Sources:**

None

**Additional Information:**

The Special Education Team reviewed practices in other school boards in the region to determine how they reviewed their special education plans. The team then shared these practices with and consulted with the Special Education Advisory Council and the Special Education Administrator Focus Group to determine the best method for the Special Education Plan Consultation for the 2016/2017 school year. Several options were presented to both groups, including:

- 3 public meetings with a review of the Spec Ed Plan and open discussion
- 1 central public meeting with a review of the Spec Ed Plan and open discussion
- Public information nights and workshops with opportunity for feedback
- Review of the Spec Ed Plan and programming practices at SEAC meetings for feedback
- On-line survey
- Paper survey (option provided only to SEAC)
- Solicitation of feedback through social media (ie. twitter poll)
- Creation of a link on the GEDSB website to a Special Education feedback page

- Community outreach (ie. booth at Working Together Symposium, Farmers Market – see below)

A sticker vote was completed with both groups to gain input around their preferences, shown below:

<u>Consultation Idea</u>	<u>SEAC Votes</u>	<u>Think Tank Votes</u>	<u>TOTAL</u>
3 Public Meetings with a review of the Spec Ed Plan and open discussion	1	0	1
1 Central Public Meeting with a review of the Spec Ed Plan and open discussion	0	0	0
Public Information Nights and workshops with opportunity for feedback	1	0	1
Paper Survey	4	Not an option here	4
Review of the Spec Ed Plan and programming practices at SEAC monthly meetings	2	1	3
On-Line Survey	3	9	12
Solicitation of feedback through social media	2	6	8
Creation of a link on the GEDSB website to a Spec Ed feedback page	7	5	12
Community outreach	0	1	1
Consultation through School Councils	6	3	9

As a result, the recommendation for Special Education Public Consultation is as follows:  
In consultation with the Communications Manager and System Research Lead, a link will be created on the Grand Erie District School board website to a Special Education page. The page will include a copy of the Special Education Plan with a brief survey about the plan and a link to provide feedback on the plan.

Materials about the plan will be shared with school administrators to share at school council meetings.

Components of the Special Education Plan will continue to be monthly agenda items at SEAC with a request for input and feedback.

#### **Communication Plan:**

Data gathered from the submissions online and from school council meetings as well as input from monthly SEAC meetings will be included in the final report on Special Education Plan that is shared with the Ministry of Education.

Respectfully submitted,  
Liana Thompson  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education and Secretary

FROM: Liana Thompson, Superintendent of Education

RE: **Compensatory Education Plan 2016-2017**

DATE: October 17, 2016

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<p><b>Recommended Action:</b> It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Higher Improvement in Performance Schools Strategy for 2016-2017.</p>
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### **Background**

On March 7, 2016, Trustees received the Compensatory Education report and draft plan for information and input. In June 2016 a draft strategy was presented to the Board of Trustees with the request to accept the draft with the knowledge that the plan would be presented to the Compensatory Education Committee and administrators in schools identified as compensatory in the fall of 2016. A request was made to bring the report back to the Board of Trustees with updated information after the strategy was presented to both groups.

### **Additional Information:**

The draft Higher Improvement in Performance Schools Strategy was shared and discussed with the Compensatory Education Committee members at the first meeting of the year. Members of the committee made further suggestions to refine the plan. During a LYNC session in late September, administrators of schools identified as compensatory were able to provide final input into the HIP Schools Strategy.

### **Recommendation:**

For the Board of Trustees to approve the Higher Improvement in Performance Schools Strategy 2016/2017.

### **Communication plan:**

As per Bylaw 9.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## DRAFT Higher Improvement in Performance Schools Strategy 2016 - 2017

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

**Desired Outcome:** *To develop recognition, understanding, commitment and action from all stakeholders to support students in Higher Improvement in Performance (HIP) schools in attaining the learning outcomes by ensuring equity of access and opportunity.*

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

Achievement				
Indicators	Actions	Strategies/ Implementation	Evidence/ Outcomes	Assigned to
Improved Achievement in Numeracy	Implementation of Renewed Math Strategy	Tiered Intervention of Supports  School-based coaches  Funding infusion to support individual school needs	Closing of the Gap in Numeracy and Literacy scores/grades as evidenced by:	Superintendent of Program – Elementary, Student Success, Special Education
Improved Achievement in Literacy	Implementation of Comprehensive Literacy programs	Collaborative Inquiry	EQAO data Report card data Pre- and post-diagnostic assessments	
	Implementation of literacy support programs – Levelled Literacy Intervention and Empower Reading	Netbook browser infusion  LRT Training in Empower Reading	Increase in use of technology	

Community				
Indicators	Actions	Strategies/ Implementation	Evidence/ Outcomes	Assigned to
Collaborative and Strong Community Partnerships	What did we do?	How well did we do it?	Is anyone better off?	Superintendent of Special Education, Communications Manager, System Research Lead
	<p>Identify current partners.</p> <p>Identify gaps.</p> <p>Identify new partners to fill the gaps.</p> <p>Develop a tool to evaluate community partnerships.</p>	<p>Committee struck to map partners</p> <p>Meetings held to identify partners, gaps, new partners and a tool.</p>	<p>Results of gap analysis and identification of new partners provides increased support to students in schools.</p> <p>Evaluation tool provides data on the effectiveness of partnerships currently in place.</p> <p>Evaluation tool identifies where partnerships excel and where they need to improve.</p>	

Equity				
Indicators	Actions	Strategies/ Implementation	Evidence/ Outcomes	Assigned to
	What did we do?	How well did we do it?	Is anyone better off?	
Resource Allocation – Program	Increased funding to support Renewed Math Strategy activities.  Empower purchased for schools.			Superintendent of Program – Elementary, Student Success, Special Education, Information Technology  Superintendent of Business
Resource Allocation – Staff	Increased staff support: Vice-Principal, Learning Resource teacher, teaching sections, clerical, math coaches, priority occasional teachers list (elementary)			
Resource Allocation – Facility	Alternative weighting when facility upgrades considered through Community Partnership Incentive Program grants			
Resource Allocation - Technology	Deployment of Netbook browsers			



Well-Being				
Indicators	Actions	Strategies/ Implementation	Evidence/ Outcomes	Assigned to
	What did we do?	How well did we do it?	Is anyone better off?	
Schools are safe, welcoming and places of belonging.	Bullying prevention initiatives		Tell Them from Me Survey results	Superintendent of Program – Elementary, Special Education, Safe and Inclusive Schools
Healthy children (physical and emotional)	Equity Speaker Series			
	Mental Health Mondays			Superintendent of Human Resources
Healthy staff (physical and emotional)	Professional Support services staff support			
	Daily Physical Activity			
	Health and Phys Ed curriculum			
	Staff Well-Being Committee			



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education

RE: **Bylaw 8 – Committees of the Board – Compensatory Education Steering Committee**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the amendment of the Terms of Reference for the Compensatory Education Steering Committee.

### **Background:**

The Compensatory Education Steering Committee is a standing committee established by the Grand Erie DSB.

### **Additional Information:**

The current Terms of Reference for the committee required significant updating.

Items of discussion brought to the committee can impact the operations of schools. Members of the committee come from board staff as well as community agencies. As a result, the work of the committee is better described as “advisory”, rather than “steering”. It was deemed appropriate to rename the committee the “Compensatory Education Advisory Committee”.

Rather than framing schools as “compensatory”, language has changed to describe the population that the schools serve “schools with large numbers of economically disadvantaged students”. Schools with large numbers of economically disadvantaged students have expressed that being identified as compensatory created a stigma. Schools were interested in reframing their identities with a more positive lens. As a result, the “Compensatory Education Plan” was renamed the “Higher Improvement in Performance in Schools (HIP Schools) Strategy”.

Committee members requested the addition of community agencies and stakeholders as they would be a valuable addition to the committee. There was also the request to submit minutes from the meetings in draft form to the Superintendent to review and bring to the Board of Trustees.

The Bylaw 8 Compensatory Education Advisory Committee appendix with amended Terms of Reference is attached for consideration and approval.

Respectfully submitted,

Liana Thompson  
 Superintendent of Education



<b>Committees of the Board</b>
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**Board Received:** November 23, 2015

**Review Date:** December 2019

### **Statutory Committees**

The Board is required under the Education Act and its Regulations to establish the following committees:

1. **Special Education Advisory Committee (SEAC)**  
The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*
2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**  
The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.
3. **Identification, Placement and Review Committee (IPRC)**  
The Board shall establish Identification, Placement and Review Committees, in accordance with Ontario Regulation 181/98; a regulation made under the *Education Act*.
4. **Student Discipline Committee**  
Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).
5. **Accessibility ~~Plan~~ Committee**  
The *Integrated Accessibility Standards Regulation* (2011) requires school boards to prepare a multi-year accessibility plan, with annual progress reports.
6. **Audit Committee**  
The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.
7. **Parent Involvement Committee**  
The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).

The Terms of Reference for Statutory Committees shall be consistent with the associated Regulations and are attached in Appendix A.

## Standing Committees

The Board will establish Standing Committees to provide advice to the Board. The work of a Standing Committee is on-going from year-to-year. The following Standing Committees will be established at the Inaugural Meeting of the Board:

- Education Week
- Native Advisory
- School Year Calendar
- Director's Review Committee
- Brantford Joint Use Committee
- Student Transportation Services Brant Haldimand Norfolk
- Communications and Engagement Committee
- Quality Accommodations Committee
- Compensatory Education Steering Advisory Committee

The Board may create and eliminate Standing Committees based on the needs of the Board. The Terms of Reference for Standing Committees are attached in Appendix B.

## Ad Hoc Committees

The Board may establish Ad Hoc Committees to provide advice to the Board.

Ad Hoc Committees are created to collect and analyze information around an identified issue, to evaluate the information, and to make recommendations to the Board. Unless otherwise described in Regulation, By-Law or policy, the Board shall determine the membership and terms of reference for the Ad Hoc Committee. Upon completing its report an Ad Hoc Committee will be disbanded.

The operating guidelines for Ad Hoc Committees are:

1. Ad Hoc Committee may request information reports from staff or other resources personnel.
2. Ad Hoc Committees will provide opportunities for public and staff input, if such opportunities are part of the mandate of the Committee.
3. Only members of the Ad Hoc Committee (or their designated alternates) may participate in the deliberations of the Committee. Student Members and Student Trustees may participate fully in the discussions of the Committee. On issues that come to a vote, committee members (or designates) may vote. Student Members and Student Trustees are non-voting members but may have their position officially recorded in the minutes
4. Decisions of the Ad Hoc Committee will be reached through consensus, to the greatest extent possible.

## APPENDIX B

## Compensatory Education Steering Advisory Committee Terms of Reference

### 1.1 Statement of Purpose and Responsibility

- To develop recognition, understanding, commitment and action from all stakeholders to ensure equity, access and opportunity for the students those attending schools with large numbers of economically disadvantaged students of compensatory education schools to attain the learning outcomes.
- To formalize a system level leadership structure to support and monitor the implementation of and annually review the compensatory education plan- Higher Improvement in Performance Schools Strategy.
- The Steering Committee will provide gather information and provide advice to the board on effective strategies / practices and to create community connections to maximize benefits for students in Higher Improvement in Performance Schools. compensatory-education schools.
  - The committee shall meet a minimum of at least four times per school year

### 2.1 Committee Composition

The Compensatory Education Advisory Committee shall be comprised of:

- 2.2 Trustees (2)
- 2.3 Director and/or Superintendent of Education
- 2.4 School Principal Representatives (at least one from each panel)
- 2.5 Principal Leaders for Student Success, Elementary Program and Special Education
- 2.6 Executive Supervisor of Student Support Services School and Program Supports Lead
- 2.7 Representatives from Human Resources, Information Technology and Business Services
- 2.8 Manager of Communication and Community Relations
- 2.9 Teacher representatives – one from each panel
- 2.10 Parents (2)
- 2.11 System Research Leader
- 2.12 Community poverty group representative
- 2.13 Union Representation
- 2.14 Community Agencies and/or Stakeholders

### 3.0 Committee Operating Procedures and Scope

~~The committee shall meet at least four times per school year or more frequently as needed.]~~

- 3.1 To further develop relationships between system leaders at the Board level and community with the purpose of making support services more accessible by schools through partnership agreements and protocols.
- 3.2 The committee's role includes, but is not limited to; ~~collecting and analyzing~~
  - reviewing and interpreting demographic and student achievement data
  - making recommendations ensure accountability of resources used about

strategies that are being shared with the Committee that could be implemented to decrease barriers in schools with large numbers of economically disadvantaged students

- making recommendations about resource allocation in schools that have large numbers of economically disadvantaged students in Compensatory Education schools

~~3.3 To further develop relationships between system leaders at the Board level and community with the purpose of making support services more accessible by schools through partnership agreements and protocols.~~

3.4 The committee, through the Director/Superintendent, shall provide minutes of meetings to the Board. Minutes, following review by the Superintendent, will be submitted in draft form, to Executive Council and the Board of Trustees

3.5 The committee, through the Director/Superintendent will provide a status report and make recommendations to the board each February with respect to the achievement of

#### **Bylaw 8 – Committees of the Board – Compensatory Education Committee**

**Page 32**

outcomes in the Compensatory Education Plan. Higher Improvement in Performance Schools Strategy.

3.6 To ~~organize and~~ support events to that promote learning opportunities about barriers faced in schools by students coming from economic disadvantaged environments for Grand Erie leaders and staff

#### **4.1 Role of the Board**

4.2 Receive the annual report.

4.3 Consider ~~Compensatory Plan~~ Higher Improvement in Performance Schools Strategy recommendations.

4.4 Appoint Trustee members.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 8 – Committees of the Board – GEPIC Terms of Reference**

DATE: October 17, 2016

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the revised Terms of Reference for the Grand Erie Parent Involvement Committee.

### Background

The Grand Erie Parent Involvement Committee (GEPIC) is a statutory committee established under Ontario regulation 330/10 made under the Education Act.

At meetings of GEPIC during the 2015-16 school year, the Terms of Reference were reviewed and proposed revisions were finalized at the May 19, 2016 meeting.

### Additional Information:

The current Terms of Reference for GEPIC referenced actions make reference to the role of the Board in appointing members to the committee by November 15<sup>th</sup>. This date actually refers to the initial set up for the committee when Parent Involvement Committees were established in 2011.

All other revisions follow regulation 330/10.

The Bylaw 8 GEPIC appendix with revised Terms of Reference is attached for consideration and approval.

Respectfully submitted,

Brenda Blancher  
 Director of Education



## APPENDIX A

## Grand Erie Parent Involvement Committee Terms of Reference

### 1.0 Purpose

The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.

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

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

### 2.0 GEPIC Membership

The committee shall be composed of:

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

Parents shall be the majority of members.

### 3.0 Selection of GEPIC Members

- (i) ~~GEPIC members shall be chosen by lot by the Board from among volunteers in each of the four areas who declare an interest and willingness to serve and are able to attend on a regular basis.~~
- (ii) ~~If one area is under represented further names may be drawn from all interested Elementary and/or Secondary applicants to populate the committee to the total number of 8 Elementary and 4 Secondary parent positions.~~

#### 4.0 **3.0 Responsibilities of GEPIC**

The GEPIC's responsibilities are to:

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

#### 5.0 **GEPIC Committee Operating Procedures and Scope**

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

#### 6.0 **Meetings**

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

#### 7.0 **Voting**

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

#### 8.0 **Minutes and Financial Records**

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

**9.0 Role of the Board**

- 9.1 ~~The Board shall appoint members noted in Section 2.0 (viii) and (ix) to GEPIC before November 15<sup>th</sup> of the school year or before the first meeting of the committee in the school year.~~
- 9.1 Appoint two Trustee members.
- 9.2 Ensure that parent members constitute a majority of the members and community representatives shall not be members or employees of the board.
- 9.3 Support the work of the committee.
- 9.4 ~~Receive the annual report of the Parent Involvement Committee.~~

**10.0 Consultation by Board**

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

**11.0 Consultation by Parent Involvement Committee**

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Bylaw 8 – Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the report on Bylaw 8 – Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee.

### **Background:**

At the Committee of the Whole Meeting 2 on June 13, 2016, Trustees approved a motion to disband the Communications and Engagement Committee in Bylaw No. 8 Committees of the Board as a Standing Committee of the Board.

### **Additional Information**

This report is to confirm that the Standing Committee for Communications and Engagement has been removed from the list of Standing Committees outlined in Bylaw 8.

The revised Bylaw 8 cover pages are attached to this report.

Respectfully Submitted,

Brenda Blancher  
 Director of Education



## BYLAW

**BL8**

### Committees of the Board

**Board Received:** November 23, 2015

**Review Date:** December 2019

#### Statutory Committees

The Board is required under the Education Act and its Regulations to establish the following committees:

1. **Special Education Advisory Committee (SEAC)**  
The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*
2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**  
The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.
3. **Identification, Placement and Review Committee (IPRC)**  
The Board shall establish Identification, Placement and Review Committees, in accordance with Ontario Regulation 181/98; a regulation made under the *Education Act*.
4. **Student Discipline Committee**  
Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).
5. **Accessibility Committee**  
The *Integrated Accessibility Standards Regulation* (2011) requires school boards to prepare a multi-year accessibility plan, with annual progress reports.
6. **Audit Committee**  
The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.
7. **Parent Involvement Committee**  
The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).

The Terms of Reference for Statutory Committees shall be consistent with the associated Regulations and are attached in Appendix A.

## Standing Committees

The Board will establish Standing Committees to provide advice to the Board. The work of a Standing Committee is on-going from year-to-year. The following Standing Committees will be established at the Inaugural Meeting of the Board:

Education Week  
Native Advisory  
School Year Calendar  
Director's Review Committee  
Brantford Joint Use Committee  
Student Transportation Services Brant Haldimand Norfolk  
~~Communications and Engagement Committee~~  
Quality Accommodations Committee  
Compensatory Education Steering Committee

The Board may create and eliminate Standing Committees based on the needs of the Board. The Terms of Reference for Standing Committees are attached in Appendix B.

## Ad Hoc Committees

The Board may establish Ad Hoc Committees to provide advice to the Board.

Ad Hoc Committees are created to collect and analyze information around an identified issue, to evaluate the information, and to make recommendations to the Board. Unless otherwise described in Regulation, By-Law or policy, the Board shall determine the membership and terms of reference for the Ad Hoc Committee. Upon completing its report an Ad Hoc Committee will be disbanded.

The operating guidelines for Ad Hoc Committees are:

1. Ad Hoc Committee may request information reports from staff or other resources personnel.
2. Ad Hoc Committees will provide opportunities for public and staff input, if such opportunities are part of the mandate of the Committee.
3. Only members of the Ad Hoc Committee (or their designated alternates) may participate in the deliberations of the Committee. Student Members and Student Trustees may participate fully in the discussions of the Committee. On issues that come to a vote, committee members (or designates) may vote. Student Members and Student Trustees are non-voting members but may have their position officially recorded in the minutes
4. Decisions of the Ad Hoc Committee will be reached through consensus, to the greatest extent possible.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 19 - Use of Board Logo, Grand Erie Name and Grand Erie Design Banner**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Bylaw 19 — Use of Board Logo, Grand Erie Name and Grand Erie Design Banner.

### Background

Bylaw 19 — Use of Board Logo, Grand Erie Name and Grand Erie Design Banner was received in May 2015 and has been identified for review.

Draft revisions have been made for Trustee consideration.

### Comments Received

1. Logo #4  
 Should this be a Board decision since it is the Board logo?  
 As it is with the Board name

**Response:** ???

2. Banner  
 I would still love to see the banner used  
 Just updated with Success  
 I think it is a nice clear visual representation of the board all in one

**Response:** The new Visual Identity Manual was approved with the Board Banner Removed.

### Communication

Bylaw 19 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher  
 Director of Education





## BYLAW

BL19

### Use of Board Logo, and Grand Erie Name, and ~~Grand Erie Design Banner~~

**Board Received:** April 30, 2012

**Review Date:** May 2015

#### Board Name

The name *Grand Erie* is the copyrighted property of the Grand Erie District School Board and may only be used with the permission of the Board.

#### Logo

The Grand Erie Logo is the copyrighted property of the Grand Erie District School Board.

The Board recognizes that the logo is a key visual element in representing the Grand Erie District School Board to its public.

1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.



3. Reproduction of the logo in various sizes is permitted if the constraint proportions are not compromised and the logo appears in original form.
4. Use of the Board Logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations.

### Grand Erie Design Banner

The Grand Erie design banner as shown below is the copyrighted property of the Grand Erie District School Board.



1. No variation in the design and colour of the design banner (with or without the logo) as shown above is permitted, except as explicitly approved by the Director of Education.
2. Reproduction of the Banner in various sizes is permitted if the constraint proportions are not compromised and the logo appears in original form.
3. Use of the Board design banner is restricted to internal use by staff, except as approved by the Director of Education or the Manager of Communications and Community Relations.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 26 – Chairs’ Committee**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Bylaw 26 - Chairs’ Committee.

### Background

Bylaw 26 – Chairs’ Committee was received in January 2015 and has been identified for review.

### Comments Received

1. Membership. Revise as follows: in third bullet delete No.1 and No 2 and substitute Vice-Chair for No.2. Also add Past Chair to this list.

#### Revisions made.

2. 3 (a) delete December meaning the committee would meet in December

#### Revision made.

3. Should this be time limited? If a person was chair for 10 years would the past chair still be there?

#### Requires more discussion.

4. Add that Chairs cannot discuss board actions, or change reports

#### Added as 3 (e)

### Communication

Bylaw 26 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher  
 Director of Education



## BYLAW

BL26

### Chairs' Committee

**Board Received:** January 26, 2015

**Review Date:** February 2019

1. **Purpose**

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

2. **Membership**

The Chairs' Committee is comprised of:

- Board Chair
- Board Vice-Chair
- Past Chair (as appropriate?)
- Committee of the Whole No. 1 Chair
- ~~Committee of the Whole No. 2 Chair~~
- Director of Education

3. **Terms of Reference**

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 29 – Student Trustees**

DATE: October 17, 2016

Recommended Action: Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Bylaw 29 – Student Trustees.

### Background

Bylaw 29 – Student Trustees was received in January 2015 and has been identified for review.

Based on the comments received, draft revisions to the Bylaw have been made for Trustee consideration.

### Comments Received

1. 2. (a) i – add “in the senior division” after student

**Response - revision made.**

2. 2. (a) ii – remove this as now covered in i

**Response - revision made.**

3. 2. (a) iii – add (Appendix A)

**Response - revision made.**

4. 4. (b) should it state that the two paragraph explanation of interest is a “maximum” of one page?

**Response - revision made.**

5. 5. Remove references to he/she, his/her and change to they and their

**Response - revision made.**

6. 9. Language around Co-Op credit needs to be stronger

**Response - revision made.**



7. Appendix A – remove “equally” from first line

**Response - revision made.**

8. “and during attendance at Student Trustee functions” is not needed, remove

**Response - revision made.**

9. Move information included in #2 to #3 to eliminate double signatures

**Response - revision made.**

10. Appendix B – second sentence change “jurisdiction” to Board

**Response - revision made.**

11. Appendix B – paragraph 2 – remove “are young adults” and remove brackets from “senior students”

**Response - revision made.**

12. Need to add a statement about how the honorarium is paid.

**Response - revision made.**

13. Change reference from SO105 to SO15 and add that prior approval of the Chair of the Board and approval from the Principal are required.

**Response - revision made.**

14. Should a student be allowed to go to a conference if their year/credit is in jeopardy?

**Response – this should be up to the discretion of the Principal.**

## Communication

Bylaw 29 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher  
Director of Education



## BYLAW

BL29

### Student Trustees

**Board Received:** January 26, 2015

**Review Date:** February 2019

#### 1. Number and Term

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

#### 2. Qualifications

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

#### 3. Mentors

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

#### 4. Selection of Student Trustees

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

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

#### 5. Dismissal of a Student Trustee

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

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

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

#### 7. Type and Extent of Participation

- a) Student Trustees are non-voting members at the Board table. Student Trustees may participate fully in discussions on all matters before the Board except as defined in part (d) of this section.
- b) On any motion the Student Trustee may have their position officially recorded in the minutes but their vote is non-binding.
- c) Student Trustees may sit on Board committees. They may not take the place of an elected Trustee on committees that have a legislated requirement for Trustee participation.
- d) Student Trustees may attend in-camera meetings except when the agenda item includes the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her guardian.
- e) Student Trustees are expected to host Student Senate Meetings with support from a Student Success Consultant
- f) Student Trustees, under the age of 18, are permitted to attend Student Trustee events if they adhere to the requirements of ~~SO105~~ SO15 Out of Classroom Field Trips and Excursions and are accompanied by Board administrative or academic staff, an elected Trustee, or their parent/guardian.
- g) Student Trustees must have prior approval from the Chair of the Board and their school Principal before registering for Student Trustee events.

#### 8. Honorarium and Expenses

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

#### 9. Co-op Credit

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

#### 10. Communication with Students

A major responsibility of the Student Trustees consists of communication between the Student Trustee and the students from their particular area (north/south). Student Senate meetings, and the Committee of the Whole Oct 17 2016 Page 101 of 169

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

## APPENDIX 'A'

### Student Trustee Permission Form

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

#### 1. Student Trustee

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

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### ~~Parent/Legal Guardian and Student Trustee~~ (moved below and re-numbered)

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

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

~~Parent/Legal Guardian's Signature:~~

~~(required for a student under the age of 18)~~ \_\_\_\_\_

~~Student Signature~~ \_\_\_\_\_

~~Date:~~ \_\_\_\_\_

#### 2. Parent/Legal Guardian

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

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

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

Parent/Legal Guardian's Signature:

(required for a student under the age of 18) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date:

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3. **School Principal**

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

Principal's Signature:

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Date:

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**APPENDIX B****Letter to Secondary School Principals**

Dear Principal,

The need for a strong student voice is a must in all school boards throughout Ontario, and Grand Erie is no exception. Each year the students of the Grand Erie District School Board elect two Student Trustees to represent students from this jurisdiction Board. One Student Trustee is elected from the northern (Brant County/City of Brantford) area of the Board and one is elected from the southern (Haldimand/Norfolk) area of the Board.

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

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

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



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education and Secretary

ROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F7 - Disclosure of Wrongdoing (Whistle-Blower)**

DATE: October 17, 2016

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Policy F7 - Disclosure of Wrongdoing (Whistle-Blower) to all appropriate stakeholders for comment to be received by January 13, 2017.

### Background

F7 - Disclosure of Wrongdoing (Whistle-Blower) has been drafted in response to a recommendation from the Audit Committee.)

### Additional Information

A draft policy is attached for circulation to stakeholders for comment.

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



## Disclosure of Wrongdoing (Whistle-Blower)

**Board Received:**

**Review Date:**

### **1.0 Policy Statement:**

The Grand Erie District School Board will ensure that when an Employee has reasonable grounds to believe that another Grand Erie Employee, Trustee or Standing Committee Appointee has committed or is about to commit a financial or other Wrongdoing, as defined in this Policy.

- a. the Employee may disclose this information through a clearly defined process;
- b. the matter will be reviewed and, if warranted, investigated by the Senior Officer;
- c. the Employee will be protected from reprisals;
- d. the subject of the disclosure will be provided an opportunity to respond to allegations;
- e. all parties to an investigation will be treated fairly;
- f. confidentiality will be maintained to the greatest extent possible;
- g. if Wrongdoing is found, appropriate remedial and disciplinary actions will be taken.

### **2.0 Accountability:**

1. Frequency of Reports – As needed
2. Criteria for Success – concerns are reviewed and resolved fairly and appropriately without fear of reprisal.

### **3.0 Scope and Application:**

This policy applies to all Grand Erie District School Board Employees, Board of Trustee members and Board Standing Committee Appointees. It may also apply to persons or organizations external to the Board who commit wrongdoing against the Board.

### **4.0 Objective:**

To provide an effective process that allows Employees to bring concerns or information about illegal activities or other wrongdoing as defined in this Policy (including improper use of Grand Erie District School Board funds, assets or resources) to the attention of their supervisor or the Director or in the event of conflict, to the Chair of the Board for review and resolution without fear of reprisal, to provide that participants in an investigation be treated fairly and appropriately, and to ensure that Grand Erie District School Board has a process which favours transparency and accountability.

### **5.0 Principles:**

5.1 The Board will make every reasonable effort to protect itself against wrongdoing and will establish and maintain a system of internal controls to ensure the prevention and detection of wrongdoing.

5.2 It is the right and obligation of any Board employee, member of administration, or Trustee to report, in good faith, any suspected or alleged wrongdoing, including any information relating to the wrongdoing.

5.3 The Board shall promptly investigate all reports of suspected or alleged wrongdoing, provided there are reasonable grounds. An objective and impartial investigation shall be conducted in accordance with this Policy as expeditiously as possible, irrespective of the title, position, and length of service of the party subject to the investigation.

5.4 The Board shall preserve the confidentiality of actions taken under this Policy, including the identity of the whistle-blower who makes a report of wrongdoing and the particulars of an investigation under this Policy, except as required by law or the necessary and proper performance of employment duties.

5.5 Where actual wrongdoing is confirmed by investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract, where appropriate.

5.6 In the event of criminal wrongdoing, the police shall be notified immediately.

5.7 The Board shall make every effort to ensure that an employee or individual who, in good faith, makes a report under this Policy or takes any act in compliance with this Policy is protected from reprisal.

## **6.0 Definitions:**

**Discloser** means an Employee who makes a Disclosure under this Policy. This person is commonly referred to as a “whistle-blower”.

**Protected Disclosure** means a disclosure that is made in good faith by an Employee in accordance with this Policy.

**Employee** means any individual who is employed by Grand Erie District School Board or contracted individuals working for personal services corporations.

**Senior Officer** means the Director of Education or in the event of conflict, Chair of the Board or an individual designated by the Director of Education or Chair of the Board to be responsible for receiving and dealing with disclosures of wrongdoings made by employees of Grand Erie District School Board

**Improper Disclosure** means a disclosure made in bad faith, which includes but is not limited to providing false information, making disclosures that the Discloser knows are baseless, or making repeated disclosure concerning matters that have been previously examined and determined by the Director.

**Reprisal** means any of the following measures taken against an Employee by reason that the Employee has, in good faith, made a Protected Disclosure or has, in good faith, cooperated in an investigation carried out under this Policy:

- 6.1 a disciplinary measure including demotion or termination;
- 6.2 any measure that adversely affects the employment or working conditions of the Employee; or
- 6.3 a threat to take any of the measures referred to in (a) or (b) above.

**Subject** means the person(s) whom the Discloser believes has committed or is about to commit a Wrongdoing that is covered by this Policy.

**Wrongdoing** means illegal or inappropriate conduct, including but not limited to:

- i. Fraud as defined in the Criminal Code of Canada (s. 380(1));
  - ii. Misappropriation of funds, supplies, resources, or other assets;
  - iii. Fraudulent, irregular and/or improper conduct relating to accounting, internal controls, or auditing;
  - iv. Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties;
  - v. An actual or suspected violation or contravention of any federal, provincial or municipal law, regulation, Board policy or procedure as it relates to the Board;
  - vi. Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable;
  - vii. Unprofessional conduct or conduct that contravenes the Board's Policy SO12 - Code of Conduct;
- and

- viii. Knowingly instructing or counselling a person to commit wrongdoing set out in any of paragraphs (i) to (vii).

*This list is not exhaustive and is intended to provide guidance to individuals as to the kind of conduct that constitutes wrongdoing under this Policy.*

#### **7.0 Duty to Report Wrongdoing:**

7.1 Any actual or suspected wrongdoing must be reported immediately.

7.2 Any employee who has knowledge of an occurrence of wrongdoing or has reason to suspect that wrongdoing has occurred shall immediately notify his or her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee shall immediately notify their superintendent or the Director of Education.

7.3 Where a member of senior administration (e.g. a superintendent) is suspected of wrongdoing, the individual should report it to the Director of Education.

7.4 Where the Director of Education is suspected of wrongdoing, the individual should report it to the Chair of the Board.

7.5 Where a Trustee is suspected of wrongdoing, the individual should report it to the Director of Education and Chair of the Board.

7.6 Where the Chair of the Board is suspected of wrongdoing, the individual should report it to the Director of Education.

#### **8.0 Investigation of Wrongdoing:**

8.1 The responsibility for ensuring that all reports of wrongdoing are appropriately investigated rests with the Director of Education, except where the alleged wrongdoing pertains to the conduct of the Director of Education.

8.2 The Director of Education shall ensure that all reports of alleged or suspected wrongdoing are appropriately investigated as expeditiously as possible by means of an objective and impartial investigation, irrespective of the title, position, and length of service of the party subject to the investigation.

8.3 Where the alleged wrongdoing pertains to the Director of Education, the Chair of the Board shall be responsible for ensuring that the reported allegations of wrongdoing are appropriately investigated.

8.4 The Director of Education shall report on all investigations of alleged or suspected wrongdoing to the Board on a quarterly basis, and shall report on all investigations involving financial wrongdoing to the Audit Committee.

8.5 All employees, members of administration, and Trustees of the Board are expected to cooperate fully with those persons assigned to conduct the investigation and make all reasonable efforts to be available to assist during the course of the investigation.

8.6 Any employee or individual who wilfully obstructs an investigation under this Policy may be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.



8.7 Any employee or individual who instructs, counsels, or causes in any manner any person to obstruct an investigation of wrongdoing shall be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.

8.8 All employees or individuals involved in an investigation of wrongdoing shall keep the particulars and results of the investigation strictly confidential, and shall not discuss the matter with anyone other than those individuals conducting the investigation, except as required by law or the necessary and proper performance of their employment duties. Information collected may be subject to considerations such as privacy legislation and the rules governing court or other legal proceedings.

**9.0 Rights and responsibilities:**

All Grand Erie District School Board Employees, Trustees or Standing Committee Appointees who participate in or are involved in any way in any process under this Policy shall be responsible to:

- a. keep information relating to any process under this Policy, strictly confidential;
- b. refrain from discussing any Disclosure or the fact of their involvement, except to the extent required for the purposes of any investigation and resolution.

Disclosers and Subjects have the right to be represented or accompanied by another person of their choice (including legal counsel, at their own cost).

**10.0 Reprisal protection:**

Any Employee who has reasonable grounds to believe that a reprisal has been taken against him or her may file a complaint with:

The Office of the Ombudsman of Ontario  
Bell Trinity Square  
483 Bay Street, 10<sup>th</sup> Floor, South Tower  
Toronto, ON  
M5G 2C9

Phone 1-800-263-1830

Email: [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)

Nothing in this policy denies or limits an employee's right to approach the Human Rights Tribunal, initiate legal proceedings, contact the police or any other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's investigation of the wrongdoing may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the alleged harasser, including costs incurred.

**11.0 Improper Disclosure:**

If the Disclosure of Wrongdoing is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Policy. Then the complainant shall be so advised and no further action shall be taken under this Policy will be viewed as Employee misconduct and will be met with appropriate disciplinary action, up to and including termination of employment for cause, where warranted.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR3 Staff Development Model**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward Policy HR3 “Staff Development Model” to all appropriate stakeholders for comment to be received by January 13, 2017.

### Background

Policy HR3 “Staff Development Model” was approved by the Board in September, 2013 and has been identified for review.

### Additional Information

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

### Proposed Changes

Original Wording	Proposed Wording
<b>Accountability</b> 2. Severity Threshold – As needed (eg. funding changes, Ministry announcements, succession planning, legal requirements, etc.)	<b>Accountability</b> 2. <del>Severity Threshold – As needed (eg. funding changes, Ministry announcements, succession planning, legal requirements, etc.)</del>
<b>Assumptions</b> 8. The Board’s Multi-Year Plan and Operating Plans will be reflected in staff development sessions.	<b>Assumptions</b> 8. The Board’s Multi-Year Plan and <b>Annual</b> Operating Plans will be reflected in staff development sessions.

### Communication Plan

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

Respectfully submitted,

Scott Sincerbox  
 Superintendent of Education



## POLICY

HR3

### Staff Development Model

**Board Received:** September 30, 2013

**Review Date:** October 2016

#### Policy Statement

All staff in the Grand Erie District School Board engage in staff development to enhance their roles in accordance with the Board's Multi-Year Plan. To support staff in these activities, the Grand Erie District School Board is committed to providing staff development programs and services.

Staff development may be provided through the Ministry of Education, the employer, be self-generated or through other activities as deemed appropriate. It is a continuous and ongoing process of professional learning, reflection and self-assessment to plan for improvement.

The Grand Erie District School Board is committed to the recruitment, selection, training, and support to promote exemplary educational leaders and enable all employees to excel in the contribution they make to enhance the quality of student learning.

#### Accountability

1. Frequency of Reports – as needed
2. ~~Severity Threshold – As needed (eg. funding changes, Ministry announcements, succession planning, legal requirements, etc.)~~
3. Criteria for Success
  - enhanced staff capacity
  - operates within approved budget
  - enhanced career, professional, & personal opportunities
  - continue to have large numbers of qualified candidates within the system

#### **Definition of Staff Development**

Staff Development is the process by which employees develop their knowledge and skills to become more effective in their workplace responsibilities and professional roles.

#### **Assumptions**

1. The Board is committed to providing staff development activities for employees to encourage growth and improvement.
2. In addition to mandatory staff development provided by the employer, the Board supports self-directed staff development which encourages professional learning, reflection, innovation and risk taking.
3. Staff require training to keep up-to-date in their field because of on-going change.
4. Professional development and career development are the shared responsibility of the employer and the employee. Personal development is the responsibility of the employee.
5. Effective staff development improves job satisfaction and efficiency.
6. Funding for staff development is limited by the budget and Ministry funding.
7. Partnerships with other groups and organizations enhance staff development opportunities.
8. The Board's Multi-Year Plan and **Annual** Operating Plans will be reflected in staff development sessions.

9. Geographical size within our board must be considered when choosing session locations for staff development.

### **Procedures**

#### **Guiding Principles**

1. The three key elements of development are, professional, career and personal.
2. In-service needs to be on-going and accessible.
3. There must be follow-up and sustained support for staff development initiatives.
4. Sessions need to be meaningful and relevant for participants and include dialogue, interaction, application and reflection.
5. Opportunities for dialogue, research, sharing of ideas and networking are important staff development strategies.
6. Self-assessment and self-direction are essential for effective staff development.
7. Participants in staff development sessions should be given the opportunity to evaluate sessions.
8. Planning for staff development should incorporate participant feedback to provide direction for future sessions.
9. Various employee groups should be included together in staff development sessions where appropriate.
10. Available technologies should be accessed to assist in staff development activities.
11. Staff members are encouraged to bring forward unique and innovative ideas to enhance the delivery of staff development.
12. Staff development should recognize and celebrate the skills, expertise and accomplishments of employees.



## POLICY

P1

### Special Education Guiding Principles

**Board Received:** September 30, 2013

**Review Date:** October 2016

#### **Policy Statement:**

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

#### **Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – ~~As needed (e.g., SEAC recommendations, public concerns raised)~~
3. Criteria for Success –
  - Enables access to educational opportunities for all students
  - Students receive program in most enabling environment
  - Partnerships to support student needs are developed and promoted
  - Training and support for classroom teacher and other school support staff are apparent

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

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



## Appendix A

Guiding Principles in Special Education

1. All students can succeed.  
In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program.
2. Public education is group education.  
Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that utilizing a tiered approach to prevention and intervention supports in the classrooms provides evidence-based assessment and instruction that are responsive to student needs. We believe that the education of every child is the collective responsibility of every adult within a school community.
3. The diversity of our student population learning needs is valued and informs program delivery in every classroom.  
Schools within the Grand Erie District School Board represent proud and unique communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.  
Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.  
We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.  
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.
4. Fostering an inclusive culture in schools is paramount.  
The culture of the school is essential in fostering an attitude of inclusion. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process. As Ontario's Equity and Inclusive Education Strategy (2009) outlines, inclusive education "is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected".  
  
An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. Further,

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

5. Educational resources are allocated to reach educational goals.

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

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

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher (or educator team), are the primary means by which special education needs are identified and addressed. The regular classroom teacher (or educator team) plays a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an *Individual Education Plan (I.E.P.)* to address these needs, with other personnel supporting him/her. At the school level, Special Education support for the classroom teacher (or educator team) will be provided by the Learning Resource Teacher; to the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. In keeping with the principle of inclusion, schools work to minimize the culture of dependency that can be created by an over-reliance on one individual staff member or one level of service.

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

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

Our respect for the regular classroom teacher (or educator team) is reflected in the allocation of resources to develop his/her skills on an on-going basis. Effective educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers (or educator teams) must be supported by in-service, coaching materials and planning resources that target these areas.

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

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

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

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

Self-contained class placements are a more defined environment within the education system. The individual needs of some students within each category of exceptionality, however, are such that

placement within a self-contained class can also be the most enabling. By definition, programs in self-contained settings will be *alternative* to a regular class program. Alternative curriculum expectations must be related to the identified exceptionality and individualized according to the student's needs.

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

When the identified exceptionality follows a developmental course, whereby a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in his/her best interests. For example, a student with a developmental disability continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students – generally identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities.

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

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

9. Fairness is not sameness

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Liana Thompson, Superintendent of Education

RE: **P1 – Special Education Guiding Principles**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward Policy “P1-Special Education Guiding Principles” to all appropriate stakeholders for comment to be received by January 13, 2017.

### Background

Policy “P1 – Special Education Guiding Principles” was approved by the Board in September 2013 and has been identified for review.

The delivery of programs and services for students with special education needs in the Grand Erie District School Board are guided by principles that support students in the most enabling environment necessary to foster success for students with special education needs. Schools and parents/guardians work with special education support staff and other involved agencies, using all available information to develop an understanding of each child’s strengths and needs, and to program in the most appropriate manner.

Special education programs and services within the Grand Erie District School Board are guided by the following principles.

1. Public education is group education.
2. The diversity of our student population is valued and informs program delivery.
3. Fostering an inclusive culture in schools is paramount.
4. Educational resources are allocated to reach educational goals.
5. Resources are organized to support the classroom teacher.
6. The classroom teacher is the greatest resource in the education system.
7. Placement options are guided by the most enabling environments for learning.

### Additional Information

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

### Proposed Changes

Original Wording	Proposed Wording
1. Schools and parents/guardians work with special education support staff and other involved agencies, using all available	1. An enabling environment is positive, inclusive and promotes student well-being. Schools and special education support staff work collaboratively and respectfully with

<p>information to develop an understanding of each child's strengths and needs, and to program in the most appropriate manner.</p> <p>2. Severity Threshold – As needed (e.g., SEAC recommendations, public concerns raised)</p> <p>3. Enables educational opportunities for all students</p> <p>4. Partnerships to support student needs are promoted</p> <p>5. Training and support for classroom teacher are apparent</p> <p>6. 1. N/A 2. Public education is group education. 3. The diversity of our student population is valued and informs program delivery 4. Fostering an inclusive culture in schools is paramount. 5. Educational resources are allocated to reach educational goals. 6. Resources are organized to support the classroom teacher. 7. The classroom teacher is the greatest resource in the education system. 8. Placement options are guided by the most enabling environments for learning. 9. N/A</p> <p>7. N/A</p> <p>8. <u>Public education is group education.</u> Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program</p>	<p>parents/guardians <del>with special education support staff</del> and other involved agencies, using all available information to develop an understanding of each child's <b>unique</b> strengths and needs, and to program in the most appropriate manner.</p> <p><del>2. Severity Threshold – As needed (e.g., SEAC recommendations, public concerns raised)</del></p> <p>3. Enables <b>access to</b> educational opportunities for all students</p> <p>4. Partnerships to support student needs are <b>developed and</b> promoted</p> <p>5. Training and support for classroom teacher <b>and other school support staff are</b> apparent</p> <p>6. 1. <b>All students can succeed.</b> 2. Public education is group education. 3. The diversity of <del>our</del> student <del>population</del> <b>learning needs</b> is valued and informs program delivery <b>in every classroom.</b> 4. Fostering an inclusive culture in schools is paramount. 5. Educational resources are allocated to reach educational goals. 6. Resources are organized to support the classroom teacher <b>(or educator team).</b> 7. The classroom teacher <b>(or educator team)</b> is the greatest resource in the education system. 8. Placement options are guided by the most enabling environments for learning. 9. <b>Fairness is not sameness.</b></p> <p>7. <b>All students can succeed.</b> <b>In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program.</b></p> <p>8. <u>Public education is group education.</u> Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a</p>
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<p>delivery occurs within a group of peers to facilitate the development of the whole child. We believe that the education of every child is the collective responsibility of every adult within a school community.</p> <p>9. <u>The diversity of our student population is valued and informs program delivery.</u>          Schools within the Grand Erie District School Board represent proud and unique communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning. Schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.</p> <p>10. An attitude of inclusion recognizes the provision of special education</p>	<p>group of peers to facilitate the development of the whole child. We believe that utilizing a tiered approach to prevention and intervention supports in the classrooms provides evidence-based assessment and instruction that are responsive to student needs. We believe that the education of every child is the collective responsibility of every adult within a school community.</p> <p>9. <u>The diversity of our student population learning needs is valued and informs program delivery in every classroom.</u>          Schools within the Grand Erie District School Board represent proud and unique communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning. Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning. We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics. For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.</p> <p>10. An attitude of inclusion recognizes and values the tiered approach to the provision of</p>
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<p>programs and services.</p> <p>11. <u>Resources are organized to support the classroom teacher</u></p> <p>School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher are the primary means by which special education needs are identified and addressed. The regular classroom teacher plays a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an <i>Individual Education Plan (I.E.P.)</i> to address these needs, with other personnel supporting him/her. At the school level, Special Education support for the classroom teacher will be provided by the Learning Resource Teacher; to the greatest extent possible, this support should be delivered within the classroom setting. In keeping with the principle of inclusion, schools work to minimize the culture of dependency that can be created by an over-reliance on one individual staff member or one level of service.</p> <p>System special education support staff build the capacity of schools to meet the broad range of special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, and system non-teaching staff (e.g., Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Services) are accessed through the School Resource Team.</p> <p>12. <u>The classroom teacher is the greatest resource in the education system.</u></p> <p>Our respect for the regular classroom</p>	<p>special education programs and services.</p> <p>10. <u>Resources are organized to support the classroom teacher (or educator team).</u></p> <p>School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher (or educator team), are the primary means by which special education needs are identified and addressed. The regular classroom teacher (or educator team) plays a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an <i>Individual Education Plan (I.E.P.)</i> to address these needs, with other personnel supporting him/her. At the school level, Special Education support for the classroom teacher (or educator team) will be provided by the Learning Resource Teacher; to the greatest extent possible, this support should be delivered within the classroom setting.</p> <p>In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. In keeping with the principle of inclusion, schools work to minimize the culture of dependency that can be created by an over-reliance on one individual staff member or one level of service.</p> <p>System special education support staff build the capacity of schools to meet the broad range of special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers and system non-teaching staff (e.g., Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Services) are accessed through the School Resource Team.</p> <p>12. <u>The classroom teacher (or educator team) is the greatest resource in the education system.</u></p> <p>Our respect for the regular classroom teacher</p>
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<p>teacher is reflected in the allocation of resources to develop his/her skills on an on-going basis. Effective educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers must be supported by in-service, coaching materials and planning resources that target these areas.</p> <p>It is recognized that the success of special education programs depends on the quality of the staff delivering the program. To this end, selection of suitable, qualified personnel is as important as on-going training.</p> <p>13. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-control required for success in a regular classroom.</p> <p>14. N/A</p>	<p>(or educator team) is reflected in the allocation of resources to develop his/her skills on an on-going basis. Effective educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers (or educator teams) must be supported by in-service, coaching materials and planning resources that target these areas.</p> <p>It is recognized that the success of special education programs depends on the quality of the staff delivering the program. <del>To this end</del> Whenever possible, selection of suitable, qualified personnel is as important as on-going training.</p> <p>13. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.</p> <p>14. <del>Fairness is not sameness</del> We believe that students need to be provided with programs and supports in an equitable manner.</p>
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### Communication Plan

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

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT10 Green School Construction and Renovation**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Policy FT10 Green School Construction and Renovation.

### Background

Policy FT10 Green School Construction and Renovation was circulated to all appropriate stakeholders for comments to be received by September 9, 2016.

### Comments Received

Suggest adding that a report comes to the board with any new build or renovation showing how the plans are incorporating these requirements

#### **Response: Amended**

Section 2.2 – should water filling stations be included in this area?

#### **Response: new section added**

Should there be a recognition of our LEED like/equivalent status in school dedication/announcements/opening ceremonies?

Have our own recognition plaque?

#### **Response: This is what is contemplated in the second paragraph under procedures:**

“The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.”

Section 4.3 states at 50% of construction waste yet appendix A architectural 4<sup>th</sup> bullet states a minimum – not 50%

#### **Response: Appendix A amended**

### Additional Information

As a result of these comments, suggested revisions have been made to the policy and a draft revised policy is attached.

### Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p><b><u>Procedures:</u></b></p> <p>All school construction and renovation projects will consider Green School Construction and Renovation Guidelines as set out in this policy. The guidelines are formatted for use as a checklist for quick reference. The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.</p> <p><b><u>Appendix A</u></b></p> <ul style="list-style-type: none"> <li>• Specify Construction Waste Management Plan:             <ul style="list-style-type: none"> <li>o divert a minimum of waste from landfill sites</li> </ul> </li> </ul>	<p><b><u>Procedures:</u></b></p> <p>All school construction and renovation projects will consider Green School Construction and Renovation Guidelines as set out in this policy. The guidelines are formatted for use as a checklist for quick reference. Final Major Construction Project Reports (FT1) will include a section outlining Green School Construction features included in the completed project. The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.</p> <p><b><u>New Section</u></b></p> <p>2.3 Water Filling Stations</p> <ul style="list-style-type: none"> <li>• Consider the installation of water filling stations to discourage use of bottled water</li> </ul> <p><b><u>Appendix A</u></b></p> <ul style="list-style-type: none"> <li>• Specify Construction Waste Management Plan:             <ul style="list-style-type: none"> <li>o divert a minimum of waste from landfill sites</li> <li>o recycle/salvage at least 50% of construction waste</li> </ul> </li> </ul>

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business  
and Treasurer



## Green School Construction and Renovation

Board Received:

Review Date:

### Policy Statement:

The Grand Erie District School Board is committed to the development of green and healthy education facilities that contribute to a sustainable future. All school construction, renovation projects and related contract documents will consider the Board's Green School Construction and Renovation Guidelines which are intended to achieve green and healthy facilities.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All construction projects meet or exceed Green Construction objectives

### Procedures:

The following Grand Erie District School Board Green Building and Renovation Guidelines provide an overview of the targets established for developing greener building projects. The Green Building and Renovation Guidelines illustrate the Board's intent, and commitment to green and healthy education facilities.

All school construction and renovation projects will consider Green School Construction and Renovation Guidelines as set out in this policy. The guidelines are formatted for use as a checklist for quick reference. Final Major Construction Project Reports (FT1) will include a section outlining Green School Construction features included in the completed project. The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.

Six categories have been developed to provide flexibility in achieving green and healthy facilities:

- 1.0 Land Use Development
- 2.0 Water Efficiency
- 3.0 Energy Performance
- 4.0 Resource Management
- 5.0 Air Quality
- 6.0 Innovation in School Design

A list of Action Items for Contract Documents for achieving Green Building standards is attached as Appendix 'A'. It provides a list of criteria for the consulting team.



## 1.0 Land Use Development

### 1.1 Site Selection

#### Site Acquisition Criteria:

- Avoid ecologically sensitive land:
  - Carolinian forests and wetlands
  - Natural habitats of endangered species
- Avoid prime farmland
- Avoid sites with a minimum development density
- Target Brownfield Development and/or Damaged Site (Habitat) Restoration when it is a viable option.
- Locate site near public transit when possible to encourage alternative transportation.

### 1.2 Site Design

- Stormwater management (controlling rate and quantity of flow)
  - Cisterns and drywells are encouraged
- Limit site disturbance during construction
- Eliminate light trespass from the site
  - Photocell and timer control of lighting
- Encourage stacking of floors

### 1.3 Erosion & Sedimentation Control

- Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse
- Prevent sedimentation of storm sewer or receiving streams
- Prevent polluting the air with dust and particulate

### 1.4 Stormwater Management (SWM)

- Include SWM plan in Contract Documents (Specifications).
- Implement a stormwater management plan demonstrating that the peak discharge rate and quantity do not exceed predevelopment rates.
- Provide pervious surface instead of impervious:  
*Water that can dissipate into the earth creates less demand on infrastructure systems.*
- Examples of pervious surfacing:
  - Porous paving
  - Grid paving filled with aggregate or vegetation
  - Unit pavers spaced apart
  - Granular surfacing

### 1.5 Minimize Parking Capacity

- Number of parking spaces shall not exceed local zoning minimum requirements +10%
- Preferred parking for carpools for 5% of parking spaces.  
*Show calculations on drawings.*

### 1.6 Bicycle Storage

- Bicycle storage facilities/ parking should be located in a protected area.  
*To reduce the load of automobile use and promote healthy communities GEDSB encourages the use of alternative transportation.*

### 1.7 Open Green Space

- Exceed the local zoning requirement for open green space where possible.  
*Show calculation on site plan.*
- Stack floors to reduce the building footprint  
*Introduce basement or second floor to reduce building footprint area.*

### 1.8 Heat Island Effect

- Provide heat reduction through highly reflective roof for minimum of 90% of roof area.
- Consider other factors for heat reduction such as:
  - Provide trees to shade parking lot
  - Shade east, south and west building facades with deciduous trees
- Consider utilization of "Living Roof" to reduce heat island effect and energy consumption/demand for HVAC systems
- Ensure design incorporates continuous vapour barrier membrane system to reduce infiltration of air/water.

### 1.9 Building Envelope

- Minimize environmental impact on building.
  - Consider at least one of the following:
    - Provide shading devices on south/west exposures to minimize heat gain such as shade devices, louvers, roof overhangs
    - Exceed O.B.C. (Ontario Building Code ) thermal-resistance requirements
    - Specify soy-based spray-on insulation
    - Provide insulated roof panels of light-weight concrete
    - Provide Energy Star rated (reflective) roofing
    - Caulk all interior and exterior joints to "pick proof", to prevent air infiltration & leakage
- Encourage effective use of window design:
  - Use Low E, argon-filled windows
  - Use daylighting techniques or products to achieve even, diffused, natural light to the building's interior using windows that disperse light, light shelves and skylights.
  - Provide operable windows for individual environmental control

### 1.10 Light Pollution

- Eliminate light trespass to neighbouring sites and night time glare

### 1.11 Landscaping

- Provide perennial planting species that are native to the region and microclimate.
- Provide environmentally-friendly land use:
  - Maintain wetlands
  - Retain existing special features
  - Use drought-tolerant plant material
- Provide sustainable vegetation and planting beds, where and when appropriate
- Provide adequate shade for playground occupants.

### 1.12 Joint Use of Facilities

- Make the school a more integrated part of the community  
*Community Use of Schools Program*

## 2.0 Water

### 2.1 Irrigation

- No potable water use for irrigation
- Consider use of grey water cisterns to irrigate planting beds where feasible

### 2.2 Water Use Reduction

- Use low-flow, high-efficiency plumbing fixtures
- Consider use of rain or grey water for:
  - Toilet flushing
  - Cooling tower make up water
- Plumbing fixtures
  - Water closets: 4.8 GPF Pressure-assist
  - Urinals: 1.0 GPF
  - Lavatories & Wash Fountains: 0.5 GPM aerators with infrared sensors
  - Clothes Washers: 7.5 gallons/ft3/cycle
  - Dishwashers: 1.0 gallons/rack
- Consider the installation of "water-less" urinals to reduce water consumption.

### 2.3 Water Filling Stations

- Consider the installation of water filling stations to discourage use of bottled water

## 3.0 Energy

### 3.1 Energy Performance

- Comply with ASHRAE 90.1-2004 or MNECB
- Consider the most energy efficient lighting (i.e LED) where possible
- Use enhanced energy-saving technologies, such as but not limited to:
  - Heat recovery from exhaust air
  - Occupancy sensors in all rooms to control lighting and radiation valves
  - Condensing boilers
  - Pre-heat system
  - Variable speed pumping for heating boilers
  - Photocell control of lighting in areas that are daylight intensive
  - Multiple switching for classrooms
    - Four switches per classroom:
      - Outside row x 2
      - Inside two rows x 2
- Consider Green Roofs to support reduced energy consumption and extend the life cycle of roof membrane.

### 3.2 Daylighting

- Design the building to maximize interior day-lighting:
  - Strategize Building Orientation
  - High Performance Glazing
  - Automatic Photocell-based Controls

### 3.3 On-site Renewable Energy

- Consideration for Renewable Energy Sources :
  - Solar Photovoltaics
  - Wind Turbine(s)
  - Geothermal
- 3.4 Ozone-Friendly Equipment
  - Zero-use of Hydro chlorofluorocarbon (HCFC) based refrigerants for equipment
- 3.5 Smart-Building Automation
  - Utilize sensors for better control of lights, windows, security
- 3.6 Commissioning
  - Use third party commissioning for optimizing building systems operations
- 4.0 Resource Management
  - 4.1 Storage & Collection of Recyclables
    - Locate area for storage and collection of recyclable materials compliant with local recycling program.
  - 4.2 Building Reuse
    - Encourage building re-use:
      - Maintain 50% of existing building's structure and shell
      - Reuse of Existing Materials when possible
  - 4.3 Construction Waste Management
    - Implement a waste management plan that includes recycling/salvaging of at least 50% of construction waste  
*Include Waste Management Schedules in specifications.*
  - 4.4 Recycled Content
    - Use materials with recycled content of a minimum 10% of the total value of materials.  
*Include in Sustainable Product Requirements selection in specifications.*
  - 4.5 Regional Materials
    - Use a minimum of 20% of building materials or products that are extracted, processed and manufactured within 80s km of the project site  
*Include in Sustainable Product Requirements selection in specifications.*
  - 4.6 Durable Materials
    - Walls to be constructed of durable materials with fewer joints  
Specific materials include:
      - Loadbearing concrete
      - Polished Concrete
      - Vinyl Quartz Tile
  - 4.7 Wood Materials
    - Consider use of certified wood (i.e Forestry Stewardship Council Certified)
- 5.0 Air Quality
  - 5.1 Carbon Dioxide Monitoring

- Control fresh air into building via carbon dioxide sensors, in areas of varying occupancy.
- Increase Natural Ventilation

## 5.2 Indoor Air Quality (IAQ) during Construction

- Implement an Indoor Air Quality Management Plan  
*Include IAQ Management Schedules in specifications.*

Strategy examples:

- Schedule construction activities to minimize absorption of VOCs by porous materials
- Protect all building materials from moisture damage
- Isolate clean or occupied areas from areas under construction
- Implement cleaning procedures to ensure that the facility is kept tidy during construction
- Cover return air ducts during construction
- Include testing allowance for air infiltration, vapour barrier & insulation value
- Replace HVAC filters upon completion of projects

## 5.3 Low-Emitting Volatile Organic Compounds (VOC) Materials

- Low VOC materials
  - Paints and Coating
  - Adhesives and Sealants
  - Carpets
- Consider use of green wall.
- Conduct a pre-occupancy building flush out.  
*It is recommended that a flush-out period be part of the Air Quality Management Plan.*

## 5.4 Mould-resistant materials

- Specify products and furnishings that are mould resistant

# 6.0 Innovation in School Design

## 6.1 Building Envelope

- Performance Review including testing for air infiltration, vapour barrier and insulation value.  
*[Include in testing and inspection allowance]*

## 6.2 Building Systems & Components - Best Practices

- Exposed ceiling - reduces amount of materials used by 50%
- Provide ceiling radiation panels
- Acoustic deck - used on all exposed ceilings
- Consider Green Roof systems to improve energy efficiency.

## 6.3 Building Efficiency

- Provide calculations for green design targets
  - Corridor/ classroom floor area ratio

## 6.4 Health Awareness

- Planning and educating on common health issues in buildings such as mould, air particulate, allergens

#### 6.5 Procedures and Practice

- Preventative practise measures:
  - inspections during fabrication process such as:
    - Precast Panels

#### 6.6 Maintenance

- Low-impact cleaning practices
  - Use of chemical-free, water-reduction floor scrubbers

Draft



## Appendix A

## LIST OF ACTION ITEMS FOR CONTRACT DOCUMENTS

## Architectural

- Outdoor bicycle storage to be provided
- Provide recycling area
- Erosion & Sedimentation Control Plan must be specified
- Specify Construction Waste Management Plan:
  - divert a minimum of waste from landfill sites
  - recycle/salvage at least 50% of construction waste
- 10% of materials by value shall be recycled
- 20% of materials extracted, processed and manufactured within 800 km of project site
- Specify an IAQ management plan
- Specify a building flush-out prior to occupancy
- Specify low VOC paints, coatings, adhesives, sealants and carpets

## Structural

- Specify as much recycled content as possible in concrete, steel etc.

## HVAC

- Specify 400-series refrigerants for all equipment
- Specify an IAQ management plan

## Plumbing

- Storm Water Management Plan to be implemented
- Provide low-flow plumbing fixtures, for example:
  - Water closets: 4.8 GPF Pressure-assist
  - Urinals: 1.0 GPF
  - Lavatories & Wash Fountains: 0.5 GPM aerators with infrared sensors
- Consider the installation of "water-less" urinals to reduce water consumption

## Electrical

- All exterior luminaires shall be full cut-off

## Landscaping

- Provide perennial planting species that are native to the region and microclimate



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT11 Community Planning and Facility Partnerships**

DATE: October 17, 2016

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Policy FT11 Community Planning and Facility Partnerships.

### Background

Policy FT11 Community Planning and Facility Partnerships was circulated to all appropriate stakeholders for comments to be received by September 9, 2016.

### Comments Received

Page 2, Selection of space in schools –

1<sup>st</sup> 2 bullets – if both are required will this be possible in smaller schools?

**Response:** No this would not be possible in smaller schools. Facility partnerships are intended to augment school activity and may supplant it if implemented in smaller schools so are intentionally eliminated by this condition.

3<sup>rd</sup> bullet – the board does not currently forecast out that far when doing QA – can this happen?

**Response:** The current practice of only announcing accommodation reviews one or two years out would still be compliant with the statement. We would not include those identified in the selection for partnerships.

Many references to “or delegate” the board has traditionally used “or designate” should these be changed?

**Response:** all references to “delegate” changed to “designate”.

Procedure 2.5 – states SO of business will be listed on website as contact – but the website lists our Facility Partnership Liaison person under the community tab

**Response:** Amended

3.5 – where is this documented and should there be an annual report to the Board?

**Response:** the documentation would be part of the records maintained in the office of the Superintendent of Business. We do not see the value in this information forming an annual report.

4.5 – suggest adding all facility partnership agreements will come to the Board for approval

**Response:** Amended 7.10 for clarity

5.1 – should it be stated that the SO of business will recommend to the board that the space be declared surplus under regulation

**Response:** Amended

### Additional Information

As a result of these comments, suggested revisions have been made to the policy and a draft revised policy is attached.

### Proposed Changes

Wording Approved for Circulation	Proposed Wording
2.5 The Superintendent of Business & Treasurer will be listed on the website as the contact for information and questions regarding facility partnerships.	2.5 The Superintendent of Business & Treasurer and Facility Partnership Liaison will be listed on the website as the contact for information and questions regarding facility partnerships.
5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will consider declaring the space surplus and circulating the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:	5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will consider seek Board approval to declare declaring the space surplus and circulate the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:
7.10 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease, the lease will be submitted to the Board of Trustees for approval.	7.10 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease/facility partnership agreement, the lease it will be submitted to the Board of Trustees for approval.

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business  
and Treasurer



## Community Planning and Facility Partnership

Board Received:

Review Date:

### Policy Statement:

The Grand Erie District School Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. Grand Erie District School Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Community Partnerships are encouraged

### Background:

The Grand Erie District School Board owns and operates several educational facilities. The Board may, from time to time, have unused space in one or more facilities and recognizes the need for co-operative use of facilities. Offering space in a school to partners can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community. The intent of this policy is to:

- Improve services and supports available to students;
- Reduce facility operating costs for the Board;
- Strengthen relationships between the Board and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

### Guidelines:

Where available space has been identified for partnership opportunities or where co-build opportunities have been identified, the following principles will be the primary consideration when identifying suitable partnerships.

1. Partnerships will be encouraged if they meet the following criteria:
  - 1.1. Health and safety of students and staff is protected and not compromised;
  - 1.2. The Board student achievement strategy is not compromised;
  - 1.3. The partnership will respect the values of the Board;
  - 1.4. The partnership provides value to students/community
  - 1.5. The Partnership is in compliance with local bylaws, Board policies and the Education Act
  - 1.6. The Partnership is appropriate for a school setting

- 1.7. The Partnership will reduce facility operating costs for the Board.
2. Operation and maintenance of the space will be carried out by the Board on a full cost recovery basis or will be mutually beneficial and reciprocal to the Board and the partner. Any renovations required by the partner to effectively use the space must be approved by the Board and funded by the partner.
3. Entities that provide competing education services such as tutoring, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded are not eligible.

**Selection of Space in Schools:**

Through the Quality Accommodations Committee planning process, Grand Erie DSB will be able to forecast which facilities may be suitable for facility partnerships.

In order for schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years.
- The facility is at 60% utilization or less.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised
- Accessibility needs of the partner can be accommodated
- The partners use is permitted by zoning and site use restrictions
- Any other criteria as determined by the Board.

**Community Planning and Facility Partnership Notification Process:**

Potential space available for partnership consideration will be identified from analysis within the Board's Quality Accommodations Planning. Available space will be identified on the Grand Erie DSB website and circulated to entities including, but not limited to, those listed in Ontario Regulation 444/98 and Grand Erie's community partners. Information will include timelines for facility partnership agreements.

Grand Erie District School Board will hold a public meeting annually to discuss potential planning and partnership opportunities with the public and community organizations. In addition to the annual public meeting, Grand Erie DSB will continue discussions with municipalities within the geographic area of the Board and other community partners to explore options to address underutilized space issues in schools.

These discussions will inform proposals that staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process. As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, Grand Erie DSB will notify the entities including, but not limited to, those listed in Ontario Regulation 444/98 one to three years prior to the potential construction start date in order to provide these organizations with the opportunity to co-build with Grand Erie DSB.

**Screening of Partners:**

Due diligence is key to the screening of potential partners. Before entering into a facility partnership, the Board must assess the expectations of the partnering organization(s) and determine that the partnering organization(s) meet the community standard for a suitable association with the school and/or Board. Screening will include, but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board
- the organization's ownership and history
- the nature of product or service of the partnering organization
- the key contact within the partnering organization
- the authority of the key contact to bind that organization
- the financial status of the organization

**Glossary of Key Policy Terms:****Community Partners**

Community non-profit or profit entities who express interest in participating in Facility Partnership Agreements that are deemed eligible by the Board.

**Facility Partnership Agreement**

A legal, contractual agreement outlining expectations between a school, the Board and a community entity. The legal document outlines the terms and conditions of the facility partnership and complies with all existing Grand Erie DSB policies and procedures. The Agreement is signed by all parties prior to implementation.

**Facilities**

Buildings and properties owned by the Grand Erie District School Board.

**For-Profit Organizations**

Commercial entities, which by the nature of their business, generate a profit for an individual, groups of individuals or a corporation.

**Entities**

Businesses, associations, private and public sector organizations and institutions who express interest in becoming eligible partners.

**Quality Accommodations Planning**

A comprehensive planning document illustrating the condition and utilization of current facilities and possible accommodation solutions designed to enhance student achievement.

**Non-Profit Organizations**

Organizations that do not generate profit, or by the nature of their business function, generate profit on a cost-recovery basis.

**Partnerships**

Partnerships are mutually-beneficial relationships and supportive arrangements between the Board and business, labour, community and government agencies. Partnerships are cooperative relationships in which partners share values, objectives and facility resources.



**Procedures:****1.0 Identification of Potential Spaces:**

1.1 The Superintendent of Business & Treasurer will identify where new schools or additions may be needed, which schools will remain well-utilized, which open and operating schools may have unused space, and which schools may be candidates for consolidation or closure. The Superintendent of Business & Treasurer (or designate) will review projected enrolment and determine space in each school that is not anticipated to be required for educational purposes for the subsequent five-year period.

1.2 This information will be used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools. This information also provides an opportunity to consider potential surplus properties in which community partners may be interested.

1.3 The Superintendent of Business & Treasurer (or designate) will identify facilities that can accommodate partnerships based on the criteria set out in this policy

1.4 Schools that have space considered suitable for a partnership opportunity will be identified and a report will be made to the Board of Trustees to approve the facilities for potential partnerships.

1.5 The school principal will advise the School Council that the Board has approved the school for potential partnership opportunities.

**2.0 Communication to the Community:**

2.1 The Superintendent of Business & Treasurer (or designate) will share the results of the Identification of Potential Spaces with community partners, including but not limited to, those listed in Ontario Regulation 444/98.

2.2 The Superintendent of Business & Treasurer (or designate) will have posted on the Grand Erie DSB's website information regarding:

- any intention to build new schools;
- any intention to undertake Major Construction/Renovation Projects;
- information regarding unused space in open and operating schools and administrative buildings.

2.3 Information about available space in schools for facility partnerships will be updated on the website annually after the Board has received and reviewed the Quality Accommodations Committee Report each spring.

2.4 Information about co-building opportunities will be updated on the website, as needed.

2.5 The Superintendent of Business & Treasurer and Facility Partnership Liaison will be listed on the website as the contact for information and questions regarding facility partnerships.

**3.0 Annual Planning and Facility Partnership Meeting:**

3.1 The Superintendent of Business & Treasurer will organize an annual public meeting to discuss potential planning and facility partnership opportunities.

3.2 Invitations will be sent directly to community entities including, but not limited to, those listed in Ontario Regulation 444/98.

3.3 When inviting entities on the notification list to the Annual Public Meeting, the invitation must clearly request that organizations be prepared to bring relevant planning information including, but not limited to:

- population projections;
- growth plans;
- community needs; and
- land-use and green space/park requirements.

3.4 The meeting will be posted on Grand Erie DSB's website for the public.

3.5 The invitation list, the organizations in attendance at the Annual Public Meeting and all correspondence exchanged at the meeting will be formally documented.

#### **4.0 Notification to Community Partners:**

4.1 The Superintendent of Business & Treasurer (or designate) will post information on the Board website and notify entities on the Notification List when the Grand Erie DSB is considering building a new school or undertaking a significant addition or renovation. Organizations interested in placement on the Notification List or organizations who are interested in partnering with the Board to use existing space within a school are encouraged to contact the Executive Assistant to the Superintendent of Business at extension 281134.

4.2 Entities on the Notification List will be notified of the consideration to build a new school or undertake a renovation one-to-three years prior to the potential construction start date.

4.3 The Superintendent of Business & Treasurer (or designate) will evaluate all expressions of interest to select a partner(s) based on this Policy.

4.4 The Superintendent of Business & Treasurer (or designate) will ensure that all timelines are clear to potential partners and will ensure that timelines are maintained.

4.5 Partnership Agreements cannot be finalized until both the Grand Erie DSB and the partner(s) have an approved source of funding.

#### **5.0 Sharing Space with Community Partners:**

5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will ~~consider~~ seek Board approval to ~~declare~~ declaring the space surplus and circulate the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:

- a. United Way;
- b. existing child care operators; and
- c. other entities, as requested.

5.2 If the space is suitable for facility partnerships, but is not surplus to the Board's needs, the Superintendent of Business & Treasurer (or designate) will follow the notification process as outlined in Section 4.0 of this policy.

5.3 The Superintendent of Business & Treasurer (or designate) will provide information regarding the available space including, but not limited to, size, location, facility amenities and required renovations, if needed.

5.4 The Superintendent of Business & Treasurer (or designate) will evaluate Expressions of Interest to select partners.

#### **6.0 Facility Partnership Agreements and Cost-Recovery:**

6.1 Partners will be provided with clear instructions regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of Board user policies, including accessibility and inclusiveness policies.

6.2 On a cost-recovery basis, the fees charged to partners should cover the operations and capital costs, including administrative costs and property taxes (if applicable), to the space occupied by the partner unless otherwise approved by the Board.

6.3 In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.

6.4 If a partner expresses interest in a space at an existing school, a draft lease will be prepared, including all fees and lease costs.

6.5 The lease will include lessee covenants providing for:

- a. term of the lease, which must be, at a minimum, two years but no more than five years;
- b. Board named as an insured on lessee's insurance;
- c. use of the leased premises;
- d. hours of operation;
- e. compliance with legislation;
- f. improvements or alterations to the building;
- g. property taxes, if applicable;
- h. maintenance;
- i. circumstances in which the lease may be terminated by either party;
- j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
- k. recovery of caretaking costs, if applicable;
- l. administrative costs in the amount of 5% of the above;
- m. major repairs and maintenance costs;
- n. a conflict resolution process; and
- o. other clauses, as deemed applicable.

6.6 The draft lease agreement will be reviewed by the Board's solicitor and the partner.

#### **7.0 New Facilities and Significant Renovations:**

7.1 When the Board is considering building a new school, an addition to a school or a significant renovation to a school, it will issue a Request for Interest (RFI) to potential partners through the Board's website and local media.

7.2 Site size, topography, and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case-by-case basis to determine whether a partnership may be appropriate and advantageous to the Board.

7.3 Parties expressing interest will be invited to an Information Session to discuss the project and their potential involvement.

7.4 Consideration must be given to the health and safety of students and staff, as well as the suitability of the partner and the proposed use.

7.5 The lease will include lessee covenants providing for:

- a. term of the lease, which must be, at a minimum, five years, but no more than ten years;
- b. Board as a named insured on lessee's insurance;
- c. use of the leased premises;
- d. hours of operation;
- e. compliance with legislation;
- f. improvements or alterations to the building;
- g. property taxes, if applicable;
- h. maintenance;
- i. circumstances in which the lease may be terminated by either party;
- j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
- k. recovery of caretaking costs, if applicable;
- l. administrative costs in the amount of 5% of the above;
- m. major repairs and maintenance costs;
- n. a conflict resolution process; and
- o. other clauses, as deemed applicable

7.6 Ministry of Education approval may be required under the Education Act, authorizing the transaction.

7.7 Co-building partners will be required to pay for and finance their share of construction costs, including a proportional share of joint-use or shared space.

7.8 For new construction or renovation projects, the lease term shall be for a period of no less than five years and no more than ten years. Renewals for periods of up to five years by mutual agreement are permitted.

7.9 The draft lease agreement will be reviewed by the Board's solicitor and the partner.

7.10 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease/facility partnership agreement, the lease it will be submitted to the Board of Trustees for approval.

#### **8.0 Decision to Proceed/Not or Proceed with the Facility Partnership:**

8.1 If there is a decision not to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will inform the applicant.

8.2 If there is a decision to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will prepare the required documentation (i.e., construction agreement, lease agreement, etc.).

### **9.0 Terminating Partnership Agreements:**

Partnership Agreements can be terminated by any of the partnering organizations with appropriate notice of termination. Specifics related to the termination of partnerships must be detailed in the Partnership Agreement. Termination will be entertained only after the conflict resolution process has been exhausted.

The process and time frame for termination of a partnership will be included in the Partnership Agreement.

Draft



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **SO2 – School Councils**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve SO2 – School Councils.

### Background

SO2 – School Councils was circulated to all appropriate stakeholders for comments to be received by September 9, 2016.

### Comments Received

1. Add reference to parents/ add guardians/caregivers.  
**Response** – added
2. Remove floating quotation mark at the end of Item 5.  
**Response** – removed
3. Frequency of reports – should this be annual – since procedure 3 says they must report  
 Should the board get a report on how many schools have reported, and a synopsis of information gathered?  
**Response** – change made
4. Procedure #1 – is the reference to 612/00 needed since it is referenced in the policy statement?  
**Response** – removed
5. #2 suggest removing first 'the'  
**Response** – removed
6. #3 I believe the board provides a template on school council reports, should the template be mentioned – "school council will...to the board on the template provided  
**Response** – change made
7. #6 – suggest – the board with support from GEPIC shall organize...  
 Should the word member at the end be removed? "...Invite all school council chairs"  
**Response** – change made



8. #7 can this be made simpler "the Board may solicit input on any matter, but shall solicit the views..."

**Response** – change made

9. 7 a – e – remove "administrative"

**Response** – removed

10. f- Should it be updated to current terminology? – BIP Student Achievement also does school improvement plans belong in something the board shall do, I would suggest the Principal shall consult with SC around SIP's

**Response** – revised

11. School councils may comment on any matter to the board – should it be clarified how? Easiest way? Suggestions on how to accomplish this?

**Response** – suggestions added

12. Suggest adding – the board will share all policies and procedures out for comment with SC as outlined in bylaw #9

**Response** - added

13. #8 – suggest - The board shall receive at a committee or Board meeting every recommendation made to it by any school council and shall advise...

**Response** – change made

<i>Present Wording</i>	<i>Proposed Wording</i>
Grand Erie District School Board will support School Councils in their work to promote and improve student achievement and well-being through collaboration with parents, staff and communities.	Grand Erie District School Board will support School Councils in their work to promote and improve student achievement and well-being through collaboration with parents/guardians/caregivers, staff and communities.
Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount."	Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount."
1. Frequency of Reports – As needed	1. Frequency of Reports – Annual
Procedures	Procedures
1. Each school in the Grand Erie District School Board shall establish a School Council, as per Reg. 612/00.	#1 Each school in the Grand Erie District School Board shall establish a School Council, <del>as per Reg. 612/00.</del>
2. The parent members shall constitute a majority of members of the School Council.	2. <del>The</del> Parent members shall constitute a majority of members of the School Council.
3. School Councils will provide an annual report of activities to the board. The report must be submitted to the Directors' office by the end of June each year.	3. School Councils will provide an annual report of activities to the board <b>on the template provided.</b> The report must be submitted to the Directors' office by the end of June each year.
6. The board shall organize an annual School	6. The board, <b>with support from the Grand Erie Parent Involvement Council (GEPIC),</b> shall

<p>Council Orientation workshop and invite all School Council Chair members.</p> <p>7. Without limiting the matters on which the Board may solicit School Councils, the Board shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:</p> <p>a) policies and administrative procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;</p> <p>f) the Board Improvement Plan, School Improvement Plans; and</p> <p>8. The Board shall consider each recommendation made to the Board by each Council and shall advise the council of the action taken in response to the recommendation.</p> <p>School Councils can comment on any matter to the Board.</p>	<p>organize an annual School Council Orientation workshop and invite all School Council Chair members.</p> <p>7. <del>Without limiting the matters on which</del> The Board may solicit input on any matter, but <del>School Councils, the Board</del> shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:</p> <p>a) policies and administrative procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;</p> <p>f) the Board Improvement Plan for Student Achievement, <del>School Improvement Plans;</del> and</p> <p>8. The Board shall receive at a Committee or Board meeting every <del>consider each</del> recommendation made to <del>the Board it</del> by each <del>any School</del> Council and shall advise the council of the action taken in response to the recommendation.</p> <p>Add:</p> <p>9. The Board will share all policies and procedures out for comment with School Councils as outlined in Bylaw 9.</p> <p>School Councils can comment on any matter to the Board by writing a letter to the Board Chair or following the process for delegations outlined in Board Bylaw 11 – Delegations.</p>
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### Additional Information

A copy of the revised draft SO2 – School Councils is attached to this report.

### Communication Plan

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

Respectfully submitted,

Brenda Blancher  
Director of Education



## School Councils

**Board Received:**

**Review Date:** March 2016

### Policy Statement:

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

Authority: Education Act 17.1 and Regulation 612/00

### Accountability:

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

### Procedures:

1. Each school in the Grand Erie District School Board shall establish a School Council. ~~as per Reg. 612/00.~~
2. ~~The~~ Parent members shall constitute a majority of members of the School Council.
3. School Councils will provide an annual report of activities to the board on the template provided. The report must be submitted to the Directors' office by the end of June each year.
4. School elections shall be held within the first 30 days of the school year. In the case of a new school, for which a school council has not been established, school council elections shall be held within the first 30 days of the school's operation.
5. The Board shall provide each School Council in the board with an annual amount determined by the Board through its budget deliberation process. Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount."
6. The board, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and invite all School Council Chairs members.

7. ~~Without limiting the matters on which~~ The Board may solicit input on any matter, but ~~School Councils, the Board~~ shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:
- a) policies and ~~administrative~~ procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;
  - b) policies and administrative procedures with respect to appropriate dress for pupils in schools within the Board's jurisdiction;
  - c) policies and administrative procedures with respect to the allocation of funding by the Board to School Councils;
  - d) policies and administrative procedures with respect to the fund-raising activities of School Councils;
  - e) policies and administrative procedures with respect to the conflict resolution processes for internal School Council disputes;
  - f) the Board Improvement Plan for Student Achievement, ~~School Improvement Plans~~; and
  - g) process and criteria applicable to the selection and placement of principals and vice-principals.

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

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **SO4 –Distribution of Materials in Schools**

DATE: October 17, 2016

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve SO4 –Distribution of Materials in Schools.

### Background

SO4 – Advertising and Material Distribution in Schools was circulated to all appropriate stakeholders for comments to be received by September 9, 2016.

### Comments Received

1. Discussion of for-profit organizations, e.g. ball hockey, summer camps

**Response:**

- a. Most sporting groups are non-profit, but some that aren't are reviewed individually – if they support education, health, well-being, it may be approved
  - b. Summer camps that support education, health, well-being may be approved; our community/parents have expressed the need to know this information for summer planning
2. Is this consistent with Policy SO8?

**Response:**

SO8 outlines the guiding principles for building partnerships that improve services and programs for students. This policy is about distributing materials and is considered a resource to building partnerships as noted in SO8.

3. Should it state the Director is responsible for the initial approval? Do you need to add "or designate"?

**Response:**

Current process is that all requests follow the procedure on our website under the 'flyer process tab' under the 'community tab'.

Based on our criteria for approval, the Director's approval will only be sought for clarification if required.

Have added 'or designate' where it is applicable.

4. Does a Scout Group have to get permission every year?

**Response:**

Current process is that a group must apply following the procedure on our website under the 'flyer process tab' under the 'community tab', so yes, every group must re-apply every time.

5. Will the Board allow its internal mail system to send out flyers to be used to send out material to schools?

**Response:**

Current process is that all approved flyers are posted electronically on our website. The board internal mail system may be used by the school board, local municipalities within the GEDSB jurisdiction, provincial government (including health units), federal government, and some non-profit organizations (museums etc).

6. Should there be reference to the online flyer process on the website?

**Response:**

Something could be added to our landing page.

7. Also should it be made clear that the website form is only for online advertising?

**Response:**

We receive many requests through the online website application form to post flyers, hand out flyers, deliver flyers through internal mail system, and distribute via email. Each request is dealt with individually.

8. How does a group who wishes to get approval for a flyer before the expense of printing it up, get the information about how to get the hard copies to schools?

**Response:**

Word-of-mouth, principal and secretary knowledge, and past practice helps to ensure that our communities know how to get their information out there.

It is not a realistic expectation that the board would communicate to all organizations not to print flyers before getting approval.

9. Who receives the [flyers@granderie.ca](mailto:flyers@granderie.ca) email – since according to the board policy it is the Director's responsibility?

**Response:**

Email is received by the mail room clerk from the communications department.

Based on previous approvals and the current processes in place, the mail room clerk will approve non-profit organizations; any requests from profit-making businesses may be forwarded to the Director's office for consultation and a final decision.

The Policy is now updated to reflect the approval process and is more in line with other school boards in Ontario.

10. How does this work when it comes to joint use agreements ie. Kiwanis field and North Park field where this policy is not expressly written in the agreement with the various groups?

**Response:**

The two agreements mentioned state that they must follow current policies for sending out informational flyers ~ ultimately they must be non-profit.



**Proposed Changes**

This policy has undergone a significant re-write including a change in the name to **Distribution of Materials in Schools** and the usual table of changes has not been included. The original and new proposed version of the policy are attached for comparison.

**Communication Plan**

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

Respectfully submitted,

Brenda Blancher  
Director of Education



## **Advertising and Material Distribution in Schools** **Distribution of Materials in Schools**

**Board Received:** February 25, 2013

**Review Date:** March 2016

### **Policy Statement:**

Where mutual benefit has been identified, the Grand Erie District School Board permits the advertising of goods and services to its students by corporate citizens, within established guidelines. The Grand Erie District School Board will support the distribution of materials that create awareness of educational programs, services, issues, events, and community activities of specific interest or benefit to the school community which includes staff, students, and parents/guardians. Materials and advertisements that are distributed to students shall conform to the requirements of the Education Act (Reg 298 section 24) and be approved for distribution. The Board recognizes its responsibility to limit the exposure of students, staff and parents/guardians to advertising and promotional materials.

### **Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – ~~As needed (e.g. unique advertising proposals, public concerns raised)~~
- 3-2. Criteria for Success – Enhanced educational opportunities
  - No political influence
  - No exploitation of students
  - Material informs and educates students
  - Advertising and material reflects equity and inclusiveness

### **Guiding Principles:**

1. There shall be no political, sectarian or religious advertising or materials on school property or in school building without the consent of the Director of Education or designate.
2. ~~Advertising Materials~~ will not be accepted from ~~for-profit businesses and profit-making businesses organizations~~ (with the exception of materials from a school-sanctioned fundraising campaigns approved by the principal). Schools may work with profit-making businesses and organizations as part of a community partnership (see Policy SO8).
3. ~~The advertising and m~~ Materials must relate to an activity that is educational, recreational and/or cultural in its purpose, create awareness of appropriate issues or events in the community or facilitate community discussions.
4. ~~Advertising Materials~~ will not reference political parties, make political statements, contain personal views on social issues, or have the potential to exploit students.
5. ~~Advertising Materials~~ may be digital, verbal, posted within school buildings or distributed in written form. ~~For the purpose of this policy, materials are considered to be items/papers given to students.~~
6. Should a School Administrator have any questions about the administration, operation or implementation of this Policy, the School Administrator shall contact his/her Family of Schools Superintendent.

ProceduresApprovals

1. All distribution requests must follow the procedure outlined on the GEDSB website. The Communications Office will review and provide guidance and assistance in determining the appropriateness of the information. If required, the Director or designate will be consulted to make a final decision.
2. If approved, the information will be posted on the Grand Erie website under the appropriate heading according to regions: Grand Erie region; Brant; Brantford; Haldimand; Norfolk, or emailed directly to schools if requested. Expiration dates will be set for each flyer and the website will be updated accordingly.
3. ~~The Director shall be responsible for approving requests to post or distribute materials. If approved distribution at the school level will be the responsibility of the Principal.~~
- 4.3. At the school level, the Principal may be approached directly from an outside organization. The Board authorizes school principals to determine which advertising may be posted or distributed within their respective schools if such advertising had been previously approved by the Director. Principals must ensure that students are protected from unnecessary commercial advertising. The principal may consult with School Council regarding the appropriateness of a particular advertisement.
- 5.4. The principal, as needed, shall exercise full control over the place, kind, manner or fastening, and size of the material.

Distribution of Advertising Materials within the School and Board

1. The only materials that may be sent home with students will be from the school, the school board, local municipalities within the Grand Erie jurisdiction, the provincial government (including health units), and the federal government.
2. Materials that inform students of community programs and recreational opportunities which support student learning, for example: driver education, tutoring or music lessons, may be made available in the office, as approved by the principal.
3. Non-profit, non-political, charitable, and non-sectarian groups whose work is beneficial to the community as a whole may be permitted to share information with students and parents by:
  - 3.a. Contacting the Communications and Community Relations department (flyers@granderie.ca) to facilitate the digital posting of an advertisement on our website;
  - a.b. Requesting permission from the school principal directly for information inserted into the school newsletter or other social media forums;
  - 4.c. Requesting permission from the school principal directly for hard copies of the information to be available in the school office.
- 5.4. A person or enterprise may sponsor an event or activity in the school, upon the approval of the principal. Schools are permitted to acknowledge sponsorship in a manner acceptable to the principal.
- 6.5. From time to time, direction may be given to the system by the Director of Education or designate, about particular projects in respect to Board wide approvals or cautions about particular projects. Material approved for mandatory distribution shall be accompanied by an explanatory memorandum from the Director or designate.
- 7.6. Under no circumstances will the advertising of pharmaceuticals, tobacco, distilling, fermenting or brewing products be permitted in schools or facilities owned by the Board.

8. The decision of the Director is final.

#### Notices

1. Events that may be of interest to staff, students and community may be posted on school bulletin boards or announced over the public address system at the discretion of the principal.
2. Donations of resources to the school by individuals, local businesses, corporate businesses and other partners may be recognized. Appropriate recognition may include a display of names on a notice board, logo or name on a team uniform, and recognition in a school newsletter. Individuals, businesses and agencies who donate bursaries, scholarships, or prizes to students may be recognized in commencement exercises or award programs.



## POLICY

SO4

### Advertising and Material Distribution in Schools

**Board Received:** February 25, 2013

**Review Date:** March 2016

**Policy Statement:**

Where mutual benefit has been identified, the Grand Erie District School Board permits the advertising of goods and services to its students by corporate citizens, within established guidelines. Materials and advertisements that are distributed to students shall conform to the requirements of the Education Act (Reg 298 section 24) and be approved for distribution. The Board recognizes its responsibility to limit the exposure of students, staff and parents/guardians to advertising and promotional materials.

**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed (e.g. unique advertising proposals, public concerns raised)
3. Criteria for Success – Enhanced educational opportunities  
– No political influence  
– No exploitation of students  
– Material informs and educates students  
– Advertising and material reflects equity and inclusiveness

**Guiding Principles:**

There shall be no political, sectarian or religious advertising or materials on school property or in school building without the consent of the Director of Education.

Advertising will not be accepted from for profit businesses and organizations. Schools may work with for profit business and organization as part of a community partnership (see Policy SO8).

The advertising and materials must relate to an activity that is educational in its purpose, create awareness of appropriate issues or events in the community or facilitate community discussions.

Advertising will not reference political parties, make political statements, contain personal views on social issues, or have the potential to exploit students.

Advertising may be verbal, posted within school buildings or distributed in written form. For the purpose of this policy, materials are considered to be items/papers given to students.

**Procedures**

1. The Director shall be responsible for approving requests to post or distribute materials. If approved by the Director distribution at the school level will be the responsibility of the Principal.
2. The Board authorizes school principals to determine which advertising may be posted or distributed within their respective schools if such advertising had been previously approved by the Director. Principals must ensure that students are protected from unnecessary commercial advertising. The principal may consult with School Council regarding the appropriateness of a particular advertisement.
3. The principal, as needed, shall exercise full control over the place, kind, manner or fastening, and size of the material.
4. A person or enterprise may sponsor an event or activity in the school, upon the approval of the principal. Schools are permitted to acknowledge sponsorship in a manner acceptable to the principal.
5. From time to time, direction may be given to the system by the Director of Education or designate, about particular projects in respect to Board wide approvals or cautions about particular projects. Material approved for mandatory distribution shall be accompanied by an explanatory memorandum from the Director.
6. Under no circumstances will the advertising of pharmaceuticals, tobacco, distilling, fermenting or brewing products be permitted in schools or facilities owned by the Board.
7. The decision of the Director is final.





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT117 Green Schools**

DATE: October 17, 2016

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Procedure FT117 Green Schools</p>
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### Background

Policy FT11 Green Schools has been amended to include Hot Work Permit procedures formerly covered by Procedure FT117.

### Additional Information

As a result of the inclusion of the procedures in FT11, procedure FT117 Green Schools should be rescinded.

Respectfully submitted,

Jamie Gunn

Superintendent of Business &  
Treasurer

**Green School Construction and Renovation****Board Received:** February 25, 2013**Review Date:** March 2016**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – All construction projects meet or exceed Green Construction objectives

**Procedures:**

The following Grand Erie District School Board Green Building and Renovation Guidelines provide an overview of the targets established for developing greener building projects. The Green Building and Renovation Guidelines illustrate the Board's intent, and commitment to green and healthy education facilities.

The Guidelines are formatted for use as a checklist for quick reference. Six categories have been developed to provide flexibility in achieving green and healthy facilities:

- 1.0 Land Use Development
- 2.0 Water Efficiency
- 3.0 Energy Performance
- 4.0 Resource Management
- 5.0 Air Quality
- 6.0 Innovation in School Design

A list of Action Items for Contract Documents for achieving Green Building standards is attached as Appendix 'A'. It provides a list of criteria for the consulting team.

## 1.0 Land Use Development

### 1.1 Site Selection

#### Site Acquisition Criteria:

- Avoid ecologically sensitive land:
  - Carolinian forests and wetlands
  - Natural habitats of endangered species
- Avoid prime farmland
- Avoid sites with a minimum development density
- Target Brownfield Development and/or Damaged Site (Habitat) Restoration when it is a viable option.
- Locate site near public transit when possible to encourage alternative transportation.

### 1.2 Site Design

- Stormwater management (controlling rate and quantity of flow)
  - Cisterns and drywells are encouraged
- Limit site disturbance during construction
- Eliminate light trespass from the site
  - Photocell and timer control of lighting
- Encourage stacking of floors

### 1.3 Erosion & Sedimentation Control

- Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse
- Prevent sedimentation of storm sewer or receiving streams
- Prevent polluting the air with dust and particulate

### 1.4 Stormwater Management (SWM)

- Include SWM plan in Contract Documents (Specifications).
- Implement a stormwater management plan demonstrating that the peak discharge rate and quantity do not exceed predevelopment rates.
- Provide pervious surface instead of impervious:  
*Water that can dissipate into the earth creates less demand on infrastructure systems.*
- Examples of pervious surfacing:
  - Porous paving
  - Grid paving filled with aggregate or vegetation
  - Unit pavers spaced apart
  - Granular surfacing

### 1.5 Minimize Parking Capacity

- Number of parking spaces shall not exceed local zoning minimum requirements +10%
- Preferred parking for carpools for 5% of parking spaces.  
*Show calculations on drawings.*

### 1.6 Bicycle Storage

- Bicycle storage facilities/ parking should be located in a protected area.  
*To reduce the load of automobile use and promote healthy communities GEDSB encourages the use of alternative transportation.*

### 1.7 Open Green Space

- Exceed the local zoning requirement for open green space where possible.  
*Show calculation on site plan.*
- Stack floors to reduce the building footprint  
*Introduce basement or second floor to reduce building footprint area.*

### 1.8 Heat Island Effect

- Provide heat reduction through highly reflective roof for minimum of 90% of roof area.
- Consider other factors for heat reduction such as:
  - Provide trees to shade parking lot
  - Shade east, south and west building facades with deciduous trees
- Consider utilization of "Living Roof" to reduce heat island effect and energy consumption/demand for HVAC systems
- Ensure design incorporates continuous vapour barrier membrane system to reduce infiltration of air/water.

### 1.9 Building Envelope

- Minimize environmental impact on building.
  - Consider at least one of the following:
    - Provide shading devices on south/west exposures to minimize heat gain such as shade devices, louvers, roof overhangs
    - Exceed O.B.C. (Ontario Building Code ) thermal-resistance requirements
    - Specify soy-based spray-on insulation
    - Provide insulated roof panels of light-weight concrete
    - Provide Energy Star rated (reflective) roofing
    - Caulk all interior and exterior joints to “pick proof”, to prevent air infiltration & leakage
- Encourage effective use of window design:
  - Use Low E, argon-filled windows
  - Use daylighting techniques or products to achieve even, diffused, natural light to the building's interior using windows that disperse light, light shelves and skylights.
  - Provide operable windows for individual environmental control

### 1.10 Light Pollution

- Eliminate light trespass to neighbouring sites and night time glare

### 1.11 Landscaping

- Provide perennial planting species that are native to the region and microclimate.
- Provide environmentally-friendly land use:
  - Maintain wetlands
  - Retain existing special features
  - Use drought-tolerant plant material
- Provide sustainable vegetation and planting beds, where and when appropriate
- Provide adequate shade for playground occupants.

### 1.12 Joint Use of Facilities

- Make the school a more integrated part of the community  
*Community Use of Schools Program*

## 2.0 Water

### 2.1 Irrigation

- No potable water use for irrigation
- Consider use of grey water cisterns to irrigate planting beds where feasible

### 2.2 Water Use Reduction

- Use low-flow, high-efficiency plumbing fixtures
- Consider use of rain or grey water for:
  - Toilet flushing
  - Cooling tower make up water
- Plumbing fixtures
  - Water closets: 4.8 GPF Pressure-assist
  - Urinals: 1.0 GPF
  - Lavatories & Wash Fountains: 0.5 GPM aerators with infrared sensors
  - Clothes Washers: 7.5 gallons/ft3/cycle
  - Dishwashers: 1.0 gallons/rack
- Consider the installation of "water-less" urinals to reduce water consumption.

## 3.0 Energy

### 3.1 Energy Performance

- Comply with ASHRAE 90.1-2004 or MNECB
- Consider the most energy efficient lighting (i.e LED) where possible
- Use enhanced energy-saving technologies, such as but not limited to:
  - Heat recovery from exhaust air
  - Occupancy sensors in all rooms to control lighting and radiation valves
  - Condensing boilers
  - Pre-heat system
  - Variable speed pumping for heating boilers
  - Photocell control of lighting in areas that are daylight intensive
  - Multiple switching for classrooms
    - Four switches per classroom:
      - Outside row x 2
      - Inside two rows x 2
- Consider Green Roofs to support reduced energy consumption and extend the life cycle of roof membrane.

### 3.2 Daylighting

- Design the building to maximize interior day-lighting:
  - Strategize Building Orientation
  - High Performance Glazing
  - Automatic Photocell-based Controls

### 3.3 On-site Renewable Energy

- Consideration for Renewable Energy Sources :
  - Solar Photovoltaics
  - Wind Turbine(s)
  - Geothermal

### 3.4 Ozone-Friendly Equipment

- Zero-use of Hydro chlorofluorocarbon (HCFC) based refrigerants for equipment

### 3.5 Smart-Building Automation

- Utilize sensors for better control of lights, windows, security
- 3.6 Commissioning
- Use third party commissioning for optimizing building systems operations
- 4.0 Resource Management
- 4.1 Storage & Collection of Recyclables
- Locate area for storage and collection of recyclable materials compliant with local recycling program.
- 4.2 Building Reuse
- Encourage building re-use:
    - Maintain 50% of existing building's structure and shell
    - Reuse of Existing Materials when possible
- 4.3 Construction Waste Management
- Implement a waste management plan that includes recycling/salvaging of at least 50% of construction waste  
*Include Waste Management Schedules in specifications.*
- 4.4 Recycled Content
- Use materials with recycled content of a minimum 10% of the total value of materials.  
*Include in Sustainable Product Requirements selection in specifications.*
- 4.5 Regional Materials
- Use a minimum of 20% of building materials or products that are extracted, processed and manufactured within 80s km of the project site  
*Include in Sustainable Product Requirements selection in specifications.*
- 4.6 Durable Materials
- Walls to be constructed of durable materials with fewer joints  
Specific materials include:
    - Loadbearing concrete
    - Polished Concrete
    - Vinyl Quartz Tile
- 4.7 Wood Materials
- Consider use of certified wood (i.e Forestry Stewardship Council Certified)
- 5.0 Air Quality
- 5.1 Carbon Dioxide Monitoring
- Control fresh air into building via carbon dioxide sensors, in areas of varying occupancy.
  - Increase Natural Ventilation
- 5.2 Indoor Air Quality (IAQ) during Construction
- Implement an Indoor Air Quality Management Plan  
*Include IAQ Management Schedules in specifications.*

Strategy examples:

- Schedule construction activities to minimize absorption of VOCs by porous materials
- Protect all building materials from moisture damage
- Isolate clean or occupied areas from areas under construction
- Implement cleaning procedures to ensure that the facility is kept tidy during construction
- Cover return air ducts during construction
- Include testing allowance for air infiltration, vapour barrier & insulation value
- Replace HVAC filters upon completion of projects

### 5.3 Low-Emitting Volatile Organic Compounds (VOC) Materials

- Low VOC materials
  - Paints and Coating
  - Adhesives and Sealants
  - Carpets
- Consider use of green wall.
- Conduct a pre-occupancy building flush out.  
*It is recommended that a flush-out period be part of the Air Quality Management Plan.*

### 5.4 Mould-resistant materials

- Specify products and furnishings that are mould resistant

## 6.0 Innovation in School Design

### 6.1 Building Envelope

- Performance Review including testing for air infiltration, vapour barrier and insulation value.  
*[Include in testing and inspection allowance]*

### 6.2 Building Systems & Components - Best Practices

- Exposed ceiling - reduces amount of materials used by 50%
- Provide ceiling radiation panels
- Acoustic deck - used on all exposed ceilings
- Consider Green Roof systems to improve energy efficiency.

### 6.3 Building Efficiency

- Provide calculations for green design targets
  - Corridor/ classroom floor area ratio

### 6.4 Health Awareness

- Planning and educating on common health issues in buildings such as mould, air particulate, allergens

### 6.5 Procedures and Practice

- Preventative practise measures:
  - inspections during fabrication process such as:
    - Precast Panels

### 6.6 Maintenance

- Low-impact cleaning practices
  - Use of chemical-free, water-reduction floor scrubbers



## Appendix A

## LIST OF ACTION ITEMS FOR CONTRACT DOCUMENTS

## Architectural

- Outdoor bicycle storage to be provided
- Provide recycling area
- Erosion & Sedimentation Control Plan must be specified
- Specify Construction Waste Management Plan:
  - divert a minimum of waste from landfill sites
- 10% of materials by value shall be recycled
- 20% of materials extracted, processed and manufactured within 800 km of project site
- Specify an IAQ management plan
- Specify a building flush-out prior to occupancy
- Specify low VOC paints, coatings, adhesives, sealants and carpets

## Structural

- Specify as much recycled content as possible in concrete, steel etc.

## HVAC

- Specify 400-series refrigerants for all equipment
- Specify an IAQ management plan

## Plumbing

- Storm Water Management Plan to be implemented
- Provide low-flow plumbing fixtures, for example:
  - Water closets: 4.8 GPF Pressure-assist
  - Urinals: 1.0 GPF
  - Lavatories & Wash Fountains: 0.5 GPM aerators with infrared sensors
- Consider the installation of "water-less" urinals to reduce water consumption

## Electrical

- All exterior luminaires shall be full cut-off

## Landscaping

- Provide perennial planting species that are native to the region and microclimate

OPSBA report – October 17<sup>th</sup>

Trustees received an update of issues discussed in the OPSBA Connects that you received October 3, 2106. If you do not get this document, please let me know.

Grand Erie has signed onto the Ontario Association of Children's Aid Society to Go Purple on October 19<sup>th</sup>

On October 19th, Ontario will **GO PURPLE** to support vulnerable children and youth. The Ontario Association of Children's Aid Societies is joining partners, including teachers and students in schools across the province, and dressing in purple to raise awareness about child abuse. [www.oacas.org](http://www.oacas.org)

Attached is the **Ombudsman's** oversight of school boards report as of September 30, 2016

His annual report will be coming out in early November including the number of cases received from each board.

**Minister of Education** – (this paragraph from OPSBA Connects )

Minister Mitzie Hunter attended the Board of Directors meeting on September 30, and participated in a wide-ranging discussion on issues relevant to the education sector, including commitments in response to recommendations of the [Truth and Reconciliation Commission Final Report](#), closing achievement gaps, [investments in child care](#) and before-and-after care for students aged six to 12, the [Renewed Math Strategy for Ontario](#), the government's [Well-Being Strategy](#), labour relations, [community hubs](#) in schools, raising the profile of school trustees and local governance, the [Highly Skilled Workforce Panel Report](#), the [Revised Health and Physical Education Curriculum](#) and student transportation.

Unfortunately trustees were not allowed to ask any questions of the Minister. All questions were asked by President Laurie French.

Q&A (notes from a fellow trustee)

Q - local government week - how can we raise trustee profile?

A - trustees play an important role. I see you as a bridge and a partner. With parents and school administration and an insight into the policies of the elected administration in can't think of anyone in a system level that have the insight you do. I see you as a critical and important role  
There are things we need to stop doing and you have to stretch in order to grow. The role of the trustee is an engaged and active partner in making that happen and helping us you connect with parents and communities send schools themselves.

Our commitment to education is firm. There is nothing more important than the future of our children. I respect your role and will continue to respect your role in the eyes of the people

Q- working with municipal partners in school closures and long term planning

A- could see where it was working when boards and municipalities had open communications. AMO. Focus on evidence based plans. They were aligned and had the difficult conversations before it became a public dialogue. They each have an important voice and from a planning perspective it is important to be engaged with school boards.

Municipalities have an important voice and should be working with boards

Q- before and after school care for 6-12 age group

A- this is where learning begins. Committed to investments but need local partners for implementation where the needs are. Announced an additional five million for immediate local planning. There is a need in accessing capacity and space is a part of that. Indira (deputy Minister Naidoo-Harris) will work with us and Ministry, as early as January 2017, to increase capacity by 20,000 spaces. This capacity will allow more choice for families and individuals. May allow women to re enter work force, making it good for economy

Q- apprenticeships and trades

A- highly skilled trades report released and reinforces our priority. We need to transfer what they are learning in the classroom to the real world. We see experiential learning as very important and Ed have good practices to build on, SHSMs , dual credit, etc  
We need to have young people the information to make really good decisions about their career path

Q - health and Phys ed curriculum

A- be open to talk to community while realizing we are doing the best thing for the health and safety of our young people. Young people need better information to keep them safe and we had an imperative to act. Teachers understand how to present the curriculum in the best possible way. The curriculum was revised to reflect challenges of today but the majority of the curriculum was already there. We have a responsibility as educators to make sure that age appropriate material is available to our students

Q- ombudsman investigation into busing

A- haven't been asked to play any formal role but will respond when asked. Boards are also doing their own review

Timing is important. If you are in the middle of resolving an issue, it's not the best time to review it  
It's important that we look at our system the right way

Q- what are you most looking forward to

A- it's the best job to think about our young people and how we support their opportunities for student success.

**Legislative Update** – There is a constituency week right after Thanksgiving, a week in November and the house will rise December 8<sup>th</sup> after 32 days. They will not sit again until after Family Day February 20<sup>th</sup>

**Community Hubs** – Karen Pitre has reached out to TJ from OPSBA recently – after 2 years of requests. There is going to be a database of every publicly owned property in the province

**Education Finance** – The Ontario Pension plan is gone – but the changes to the CPP going forward are going to impact school boards. OPSBA is working with OMERS on CPP expansion.

**Next Board of Directors meeting** December 2-3, 2016

Respectfully submitted

Carol Ann



ONTARIO'S WATCHDOG  
CHIEN DE GARDE DE L'ONTARIO

**Ombudsman oversight of school boards**  
September 30, 2016

<b><u>School Boards</u></b>	<b><u>Cases</u></b>
English Catholic	242
English Public	524
French Catholic	21
French Public	11
Unidentified	61
<b>Total</b>	<b>859</b>

Since our oversight of school boards came into effect on September 1, 2015, we have received **859** complaints about school boards – **645** of which have been resolved, mostly through informal resolution and shuttle diplomacy. About **one-third** were resolved by staff providing information or referrals.

The Ombudsman has only launched one formal investigation into school board issues. On September 26, 2016, he announced a systemic investigation into recent school busing problems at the Toronto District School Board and Toronto Catholic District School Board. The investigation will focus on whether the boards' oversight of student transportation and their response to delays and disruptions at the start of the 2016-2017 school year was adequate. The investigation is underway and will be completed as quickly as possible.

Among the 859 cases, some trends have emerged. The most common topics of complaint are, in order by volume: Board or school staff, special education (including issues related to Individualized Education Plans and decisions of the Identification, Placement and Review Committee), transportation/busing, student safety and security (including bullying), student transfers and enrolment (including school closures), and employee issues (we do not intervene in labour issues but refer complainants accordingly).

As the Ombudsman has noted publicly, we've had excellent collaboration with most boards to help resolve many difficult issues. We also continue to reach out to school boards and stakeholder groups to meet with them in person to address their concerns or answer their questions.

The Ombudsman and staff continue to engage stakeholders in the school board sector by speaking at conferences and attending related events. In June, Mr.



ONTARIO'S WATCHDOG  
CHIEN DE GARDE DE L'ONTARIO

Dubé addressed the annual general meeting of the Ontario College of Teachers, and in August, he addressed the summer conference of the Ontario Secondary School Teachers' Federation. Ombudsman staff have also met with the leadership of a number of individual school boards, and will speak and have a booth at the upcoming People for Education conference in November.

Our collaborative approach to complaint resolution has led to excellent results. In one case, after a teacher at her daughter's school questioned the girl for more than two hours over a classroom incident, her mother complained to us about the school board's response. She wanted an apology for the incident, and felt the teacher should have been reprimanded. Our staff contacted a superintendent at the school board, who agreed to review the matter. The superintendent sent the mother a letter apologizing for the teacher's actions and addressing a number of the mother's questions. The school board also committed to developing guidelines for investigating similar incidents, and sharing these guidelines with our Office. Many more case examples are included in our monthly e-newsletters, all available on our website.

The Ombudsman will release his 2015-2016 annual report in early November, reporting on the Office's first year of school board oversight, including on the number of cases received for each board.

September 27, 2016

The Honourable Mitzie Hunter  
Minister of Education  
Mowat Block, Queen's Park  
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing to share concerns we have with respect to newcomer students from Syria and beyond and other excluded/"non-participating" students being included in Education Quality and Accountability Office (EQAO) assessment method one reports. In June 2016, the Peel board wrote to EQAO Chief Executive Officer Bruce Rodrigues to express these concerns and to ask that EQAO reconsider this practice as we believe it to be unfair and demoralizing to students and staff.

Since December 2015, the Peel board has welcomed more than 500 refugees from Syria and beyond. As you know, some of these students arrived in Canada with little or no English language skills, are traumatized by what they experienced and have never had formal schooling. Given their circumstances, these students have been exempted from writing the assessments. Their exemption is appreciated. What is not acceptable to the board, however, is that their "not participating" identification is included in school reports, thus negatively impacting the overall scores of the schools they attend and increasing the likelihood that community members will blame newcomer/refugee students for lowering school scores.

We understand that EQAO reports scores in two ways—one that includes the scores of all students, including those who are identified as "not participating," and a second method that excludes non-participating students. Unfortunately, although the second method is a more accurate reflection of student performance at a particular school, it is clear to us that this method is not shared publicly or widely, not by EQAO or the media. As such, the reports that are more broadly distributed (method one) can and do dishearten and discourage staff, students and parents of a school community, and negatively impacts the perception of student achievement.

.../2

**Trustees**

Janet McDougald, Chair  
Suzanne Nurse, Vice-Chair  
Carrie Andrews  
Stan Cameron  
Robert Crocker  
Nokha Dakroub

David Green  
Sue Lawton  
Brad MacDonald  
Kathy McDonald  
Harkirat Singh  
Rick Williams

Director of Education and Secretary  
Tony Pontes

Associate Director,  
Instructional Support Services  
Scott Moreash

Associate Director,  
Operational Support Services  
Jaspal Gill



# Bluewater District School Board

P.O. Box 190, 351 1<sup>st</sup> Avenue North  
Chesley, Ontario N0G 1L0  
Telephone: (519) 363-2014 Fax: (519) 370-2909  
www.bwdsb.on.ca

October 4, 2016

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

Dear Minister Hunter:

On behalf of the Board of Trustees of Bluewater District School Board, we are sending this letter to bring to your attention the following motion that was passed at our Regular Meeting of the Board on September 20, 2016:

*Moved by M. Gaviller, Seconded by J. Thomson*

*Whereas it has now been a year since our first request to the Ministry to continue to update relevant school curricula to include the true history of the colonization of Canada's Indigenous Peoples, and the legacy of residential schools as per the Truth and Reconciliation Report's Calls to Action;*

*Whereas many Boards have made similar requests;*

*Whereas the Ministry has already made some progress in addressing these requests; and*

*Whereas the "60's Scoop" Hearings have just begun, bringing further attention to the wrongs perpetrated on Indigenous Peoples, be it resolved,*

*That BWDSB write to Minister of Education, Mitzie Hunter requesting a full report on progress made to address our original request, as well as proposed next steps, and that this written report be available for all Ontario School Boards at the time of the Public Education Symposium in January 2017; and*

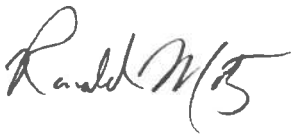
*That this letter when written be sent to Premier Wynne; OPSBA President, Laurie French; First Nations Director, Peter Garrow; local MPPs and all school board chairs in Ontario.*

We are encouraged to hear about the positive first steps taken and commitment to future investment in initiatives related to reconciliation by the Province of Ontario. Ensuring that our school curricula adequately and meaningfully reflect the true history of Canada's Indigenous Peoples and colonization is a fundamental starting point in our journey toward reconciliation. In reaffirming our original request, we look forward to hearing more about the important work that is being done at the provincial level to assist school boards in further enhancing programs and teachings that pertain to this subject.

As always, our shared commitment remains focused on providing quality education for every student in a safe and caring environment.



Sincerely,

A handwritten signature in black ink, appearing to read "Ron Motz".

Ron Motz  
Chair

cc: The Honourable Kathleen Wynne, Premier of Ontario  
Laurie French, President of OPSBA  
Peter Garrow, OPSBA First Nations Director  
MPP Bill Walker, Bruce-Grey-Owen Sound  
MPP Lisa Thompson, Huron-Bruce  
All school board chairs in Ontario

/jp