



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - * (e) Memorials B. Doyle
 - Jayne Nixon, Walpole North Elementary School
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations – Student Recognition Awards
 - * (i) Delegations
 - Shannon Noonan, Paris District High School – Transportation from South End
- B – 1 Approval of Minutes**
- * (a) September 25, 2017 (Regular Board)
 - * (b) October 16, 2017 (Committee of the Whole)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) Communication Plan for the Multi-Year Plan B. Blancher
 - * (b) Rural and Northern Education Fund (RNEF) Report R. Wyszynski
 - * (c) McKinnon Park Boundary Review R. Wyszynski
- D – 1 Director's Report**
- E – 1 Student Trustee Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole – October 16, 2017 T. Waldschmidt
- G – 1 New Business**
- * (a) 2016-17 Board Improvement Plan for Student Achievement Outcomes L. De Vos / D. Martins / L. Thompson
 - * (b) 2017-18 Grand Erie's Student Achievement Plan: Success for Every Student L. De Vos / D. Martins / L. Thompson
- H – 1 Other Business**
- * (a) Summary of Accounts – September 2017 R. Wyszynski
 - * (b) Special Education Advisory Committee Minutes – September 14, 2017 L. Thompson
 - * (c) Joint Occupational Health & Safety Committee Minutes – September 21, 2017 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, October 30, 2017
Board Room, Education Centre

- * (d) Native Advisory Committee Minutes (Draft) – September 12, 2017 B. Blancher
- * (e) Compensatory Education Committee (Draft) – September 21, 2017 L. Thompson
- * (f) Safe and Inclusive School Committee Minutes (Draft) – October 5, 2017 W. Baker

I – 1 Correspondence

- * (a) Waterloo Region District School Board – September 15, 2017
- * (b) Waterloo Region District School Board – September 22, 2017

J - 1 Adjournment

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

Chairs' Committee	October 30, 2017, 5:45 p.m.	Board Room
Board Meeting	October 30, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	October 31, 2017, 1:00 p.m.	Norfolk Room
Compensatory Education Committee	November 1, 2017, 1:00 p.m.	Dogwood Room Norfolk SSC
Privacy and Information Management Committee	November 3, 2017, 9:00 a.m.	Norfolk Room
Safe and Inclusive School Committee	November 9, 2017, 1:00 p.m.	Board Room
Committee of the Whole Board	November 13, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	November 16, 2017, 6:00 p.m.	Board Room
Audit Committee	November 21, 2017, 4:00 p.m.	Brant Room
Chairs' Committee	November 27, 2017, 5:45 p.m.	Board Room
Board Meeting	November 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	November 28, 2017, 9:00 a.m.	Pauline Johnson Collegiate
Board Nomination and Organizational	December 4, 2017, 7:15 p.m.	Board Room
Audit Committee	December 5, 2017, 4:00 p.m.	Brant Room
Student Trustee Senate	December 7, 2017, 10:30 a.m.	Board Room
Special Education Advisory Committee	December 7, 2017, 6:00 p.m.	Board Room
Inaugural Board	December 11, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	December 18, 2017, 9:00 a.m.	Hagersville Secondary

SUCCESS for Every Student

In Memoriam

Jayne Nixon

It is with great sadness that I share with you the passing of Jayne Nixon on Thursday, September 21st. Jayne began her career with Grand Erie in 1994. Jayne had a passion for working with special needs students. She served as an Educational Assistant at several schools throughout Grand Erie, including Boston Public School, Onondaga-Brant Public and most recently Walpole North Elementary School.

Jayne was an integral part of the staff at Walpole North Elementary School. She was a beautiful person both inside and out. She was kind and compassionate with both students and staff. Jayne worked with a variety of students with special needs and had a way to make a connection with each student she worked with. She never gave up on anyone. Jayne always saw the potential in every child and pushed them to be their very best. Her positive and pleasant personality was a great addition to the staff at Walpole North. She willingly helped out staff members whenever necessary and loved to socialize with everyone. She was an incredible person and will be greatly missed by everyone at Walpole North.

Respectfully and sincerely submitted,

Staff at Walpole North Elementary School

DELEGATION request for School Bus Transportation
from the South End of Paris to Paris District High School

meeting to be held at 7:15pm

Monday October 30th 2017

GEDSB 349 Erie Ave. Brantford, Ontario N3T5V3

Attention: Trustees, Council and Board Members

Mrs. Shannon Noonan

11 Kelly Court Paris, Ont. N3L4G6

519-442-9293

csnoonan@rogers.com

OCT 23, 2017

Dear Members, Board and Trustees of the Grand Erie District School Board,

My name is Shannon Noonan and I'm writing today on behalf of all the high school students living in the south end of Paris travelling to Paris District High School. I am proposing bus service for the high school students as a safe route to the high school. Currently there are 35 secondary students walking to Paris District High School from Paris. What I do not know is how many of these 35 students are walking the 3.2km route or how many are walking less than several blocks to the high school. I know that 8 students are on a courtesy route in the Rest Acres Ridge subdivision off Rest Acres Road in the south end of Paris.

I am requesting two items be revised for approval. The first being 3.2km walking route be adjusted and/or the second is a bus stop at a mutual location from Cobblestone Elementary school to Paris District High School for the students to safely travel to and from school each day.

The South End of Paris has greatly grown in population in the last 12yrs, thus making more students from this area attending Paris District High School. I understand over the last 15-20 yrs that the South End was under populated and that Bus Transportation was set forth in a unrealistic walking route of 3.2km to the high school. With growth comes population, with growth comes traffic concerns.

My proposal is to request the current school bus service from Cobblestone Elementary School to pick up the students at a mutual safe location such as Dwayne Budgell Funeral Home off Rest Acres Road(Highway 24) or at Twisted Treats off King Edward (Hwy2). Currently the students are expected to cross Highway 2 and/or Highway 24. Both routes are highways without proper pedestrain routes. Both Highways are deemed as heavy traffic routes with transport trucks, dump trucks and a 60km and 50 km speed limits. These routes have inadequate lights, no sidewalks and no crosswalks to safely cross these highways. Not to mention in poor weather conditions such as fog, snow, ice and snowbanks on the shoulders where the students are expected to walk along the highway when travelling to and from the designated school bus drop off location at Cobblestone. There are discontinuous sidewalks on Highways 2 and 24, there are no signs posted "CHILDREN CROSSING" or "NO PASSING" at either of these locations.

A quote from the Traffic Safety Act " as a general rule, it is not considered safe for students to walk along any shoulder protion of roads." It also quotes " as a general rule it is not acceptable to insist upon multiple crossings of a roadway so the students can avoid walking along the shoulders of that highway or roadway." " Walking routes to be seperated from vehicle traffic, speeds are controlled and enforeced, lighting is good and free of ice and snow." The suggested walking routes set forth by the school board do not fall under any of these criterias. The

students safety at any age should always be put first when travelling to and from school. All students deserve to be safe and feel safe.

Paris is a positive caring community. I would like to think that the school board would recognize the growth of our town and address the requested concerns by adding another bus to the route and/or add a extra stop already on the route to the high school from Cobblestone. Please take into consideration student safety is upmost important to this caring community.

Thank you board members, trustees,council members for allowing me to relay these valued concerns and being able to speak this evening on behalf of the students of Paris District High School. I truly hope these concerns will be taken with the upmost respect, just as we have the upmost respect for you, we expect the same be given to our students.

Thank you,

A handwritten signature in black ink, appearing to read "Shannon Noonan", with a stylized flourish at the end.

Shannon Noonan



MINUTES

Present: Board Chair D. Dean, Board Vice-Chair G. Anderson, R. Collver, B. Doyle (arrived at 8:00 p.m.), A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, J. Hsiao (Student Trustee) L. Kelly (Student Trustee)

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

Regrets:

Trustees: Nil
Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, D. Dean at 6:30 p.m. for the purpose of conducting the Open Session.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: T. Waldschmidt

Seconded by: D. Sowers

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:20 p.m.

(e) Memorials

(i) Winnifred (Winnie) Jacobs, Paris District High School & Tollgate Technological Skills Centre

The memorial statement was read by T. Waldschmidt. The Trustees and Senior Administration took a moment of silence to honour Winnie.



D-1-a Patti McCleister Memorial Award

D. Dean asked Ted McCleister, Patti's husband to join the table. S. Sincerbox provided an overview of this reward. The Patti McCleister Award is given on an annual basis to the Grand Erie employee who best embodies Patti's passion and has shown great leadership and effort within their role. There were two recipients for the 2017 Patti McCleister Memorial Award:

Mary-Jane Hutfloetz – Teacher at Graham Bell-Victoria Public school - is described as a person who brings curriculum to life in unique and meaningful ways to foster each student's sense of social justice and global citizenship. She has facilitated the Pen Pal program with students from Six Nations of the Grand River community, led the Green Team efforts at her school resulting in silver-level designation through Eco Schools and is responsible for a wide-range of fundraising activities and events including: Save the Evidence, Fort McMurray wildfires, Terry Fox Run and the Milk program.

Genevieve Rochette – DECE at St. George – German Public School – is described as a person who is an advocate for French language and culture in her school community, resulting in student achievement and pride in learning. Her inclusion of inquiry-based learning and technology in the classroom serves as a model for others. Her enthusiasm and passion inspires staff and students alike. Genevieve is a Grand Erie leader for commitment to on-going learning, best practices and Kindergarten assessment.

Director B. Blancher, D. Dean, Chair of the Board and Ted McCleister presented the award to the recipients.

(f) Agenda Additions/Deletions/Approval

Presented as printed.

Moved by: D. Sowers

Seconded by: C.A. Sloat

THAT the Agenda be approved as printed.

Carried

(g) In Camera Report

Moved by: Trustee Waldschmidt

Seconded by: Trustee Harris

THAT the Grand Erie District School Board approve C-1-b.

Carried

Moved by: Trustee Sloat

Seconded by: Trustee Waldschmidt

THAT the Grand Erie District School Board approve D-1-b.

Carried



(h) **Presentations - Student Recognition Awards**

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

Alexa Windle, Athletics – Grade 9 student at Brantford Collegiate Institute and Vocational School is one of the youngest members to qualify and compete at the 2017 Legion National Youth Track and Field Championships this summer. Alexa came home with two bronze medals for hammer and discus and second in shot put in her age groups. Alexa has also been nominated for Ontario Midget Thrower of the Year.

Ascension Harjo, Arts – Grade 11 student at Pauline Johnson Collegiate and Vocational Schools is an accomplished hoop dancer and this summer performed at the North American Indigenous Games Opening Ceremonies and also competed in basketball at the Games. Ascension was introduced to hoop dancing at a young age through his family's involvement in the traditional healing dance.

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

(i) **Delegation**

Nil

B – 1 Approval of Minutes

(a) **Regular Board Meeting – August 28, 2017**

Presented as printed.

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Minutes of the Regular Board Meeting, held August 28, 2017 be approved.

Carried

(b) **Committee of the Whole Board – September 11, 2017**

Presented as printed. C.A. Sloat noted on correction on page 5, change September 18, 2018 to September 18, 2017. R. Collver noted correction on page 6, half way down – should read



as: *"R. Collver noted a report will be coming from Quality Accommodations to Trustees with recommendations for developing a strategy to build our enrolment."*

Moved by: C. A. Sloat

Seconded by: K. Sandy

THAT the Minutes of the Committee of the Whole Board Meeting, held September 11, 2017 be approved as amended.

Carried

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

Nil

D – 1 Director's Report

B. Blancher presented the Leadership Video that was presented at the September 21, 2017 Leadership Gala.

Director's highlights:

- School Council Orientation event on October 4 – 6:00 p.m. and JBLC
- Grand Erie efforts in energy conservation and efficiency were recognized by Brantford Power on September 20, 2017 and our staff were congratulated for their efforts in conserving energy. Grand Erie District School Board received a plaque certificate of Recognition and an award. Brantford Power will provide a plaque Certificate of Recognition to each Brantford School that has completed an LED retrofit.
- Fall Commencements begin with a number occurring in the next week
- September 29 – Day of Orange – Orange shirt day is a legacy of the St. Joseph Mission residential school commemoration event held in British Columbia in 2013. It grew out of Phyllis (Jack) Webstad's story of having her shiny new orange shirt taken from her on her first day of school at the Mission, and has become an opportunity to keep the discussion on all aspects of residential schools happening annually. It is also an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come.
- World Teachers Day is October 5th

Moved by: R. Collver

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Director's Report of September 25, 2017 as information.

Carried



E – 1 Student Trustees' Report

Nil

F -1 Committee Report

(a) Committee of the Whole Board – September 11, 2017

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated September 11, 2017 as follows:

1. In Camera Report

THAT the Grand Erie District School Board approve C-1-c.

2. Boundary Review Request for McKinnon Park Secondary

THAT the Grand Erie District School Board approve a Boundary Review for McKinnon Park Secondary School to begin November 2017.

3. Report on Extension Funding

THAT the Grand Erie District School Board receive the report, Extension Agreement Funding.

4. Terms of Reference – Safe and Inclusive Schools Committee

THAT the Grand Erie District School Board approve Safe and Inclusive Schools Committee Terms of Reference.

5. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of September 11, 2017 as information.

6. Enrolment Update

THAT the Grand Erie District School Board receive the Enrolment Update report as information.



7. Data Report – Supervised Alternative Learning (SAL) Annual Report

THAT the Grand Erie District School Board receive the Data Report – Supervised Alternative Learning as information.

8. Alternative Education / Turning Point Report

THAT the Grand Erie District School Board receive the Alternative Education Program report as information.

9. SO20 Assessment, Evaluation and Reporting

THAT the Grand Erie District School Board forward Policy SO20 Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by December 1, 2017.

10. HR107 Maintaining Employee Safety while Working with Identified Exceptional Student

THAT the Grand Erie District School Board forward Procedure HR107 – Maintaining Employee Safety While Working with Identified Exceptional Students to all appropriate stakeholders for comments to be received by December 1, 2017.

11. HR121 Injury/Incident/Disease Investigation and Reporting

THAT the Grand Erie District School Board forward Procedure HR121 – Employee Injury/Incident/Disease Investigation and Report Procedures to all appropriate stakeholders for comments to be received by December 1, 2017.

12. P106 Home Instruction

THAT the Grand Erie District School Board forward Procedure P106 Home Instruction to all appropriate stakeholders for comments to be received by December 1, 2017.

13. F4 Trustee Honoraria

THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria Process.

14. HR118 Occasional Teacher Performance Appraisal

THAT the Grand Erie District School Board receive Procedure HR118 Occasional Teacher Appraisal as information.



15. Correspondence

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

R. Collver requested that Recommendation No. 10 be separated from the main report.

A vote was taken on Recommendations No. 1-9 and 11 – 15.

Carried

R. Collver asked will exclusion data be reported as suspension and expulsion data are? B. Blancher responded that the report would involve very small numbers

A vote was taken on Recommendation No. 10.

Carried

B. Doyle arrived at the meeting at 8:00 p.m.

G – 1 New Business

(a) Major Construction Projects – Final Report

R. Wyszynski reviewed the Major Construction Project Report and provided a final update for the 2016-17 Projects which included:

Thompson Creek Addition: create four new classrooms to facilitate the consolidation of Anna Melick Memorial Schools students – project fully completed

J. Richardson noted he would like to thank the custodial staff for their work and effort in supporting Thompson Creek ready for occupation.

Fairview Avenue Redevelopment: construct a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site, which will include a child care and child and family program space. Design has been completed and approved. Construction Tender issued in August 2017, with a close date of September 2017. Construction to occur between Oct 2017 – Aug 2018 with occupancy to occur September 2018.

Pauline Johnson Collegiate Hospitality Program: Renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program and relocate Self-



Contained Multi-Handicap Room. Construction and equipment delays have pushed operational occupancy to the first week in October.

Moved by: J. Richardson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Carried

(b) Annual Operating Plans – School Year 2017-18

B. Blancher reviewed the Annual Operating Plans report providing a brief overview of the Annual Operating Plans prepared by Sr. Administration and staff of the Board to guide their work and the work of the system, that address components of Grand Erie's Multi-Year Plan. B. Blancher noted that these plans are in no way meant to represent all the work that is done in the Board. They are intended to set out at a high level, clear direction for the Sr. Administration and our schools. To align with the indicators and outcomes of the Multi-Year Plan, there are five Annual Operative Plans which are as follows:

i) Well-Being

L. Thompson reviewed the Well-Being Operating Plan for the 2017-18 School Year.

S. Sincerbox shared the background on Staff Wellness Goal.

R. Collver asked if there is longitudinal data that comes with PATH and do we look at the whole picture. B. Blancher further noted we are being a lot more targeted with our strategies. L. Thompson will look into the longitudinal data but noted we are including evidence based results.

ii) Technology

D. Abbey reviewed the Technology Operating Plan for the 2017-18 School Year.

C.A. Sloat asked about the PowerSchool upgrade. D. Abbey responded that it went well.

iii) Community

B. Blancher reviewed the Community Operating Plan for the 2017-18 School Year.



R. Collver asked if we gather data on these resources and strategies and do we know whether parents or students are using it. B. Blancher responded that this is one of the areas of focus this year.

R. Collver further asked are we tracking on how the resources are being shared and if they are being used? B. Blancher responded the results from the survey will direct what work will be completed.

J. Harris asked on the Partnership guide where do we want to be at year's end? B. Blancher responded that we would like to have the guide complete and start implementation.

iv) Equity

W. Baker reviewed the Equity Operating Plan for the 2017-18 School Year.

J. Harris noted his appreciation that we are going to look at all students, but is concerned. J. Harris asked do we know if there are examples of boards doing this and how will we know we are getting this right? W. Baker responded there are number of boards that have been collecting race-based data for a numbers year and part of the move to this equity action plan came from their results that were not favourable. W. Baker commented that the Equity plan contains four areas of focus and the data collection will need to go to a sub group and we will need to address the underperforming of those subgroups, the early steps would be identifying those gaps and establishing a strategy to close those gaps.

G. Anderson noted that the larger boards have staff to support this activity, and asked who will the expectation to complete fall on for Grand Erie. W. Baker responded in those plans it will fall to Sr. Administration. R. Collver asked if there is money attached to the Equity Plan. W. Baker responded \$7M over three years province-wide. D. Dean noted the importance of encouraging school and student involvement. R. Collver would encourage that we actively ask for student voice.

v) Environment

R. Wyszynski reviewed the Environment Operating Plan for the 2017-18 School Year.

J. Harris asked an overarching question, a couple of weeks ago the System Researcher presented the results from the assessment of how well the Multi-Year plan has been communicated and noted what he didn't see in all these Annual Operating Plans was how do the communication concerns that were identified from the survey play into the plan?



B. Blancher responded that a Communication report will be coming to Board on October 30th. B. Blancher further noted that these plans will be shared with elementary and secondary staff, managers and union presidents and will be posted electronically.

R. Collver commented on the theme of communication and choosing our words carefully, recommended rewording the motion.

Moved by: R. Collver

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Grand Erie Multi-Year Operating Plans lead by Sr. Administration for the 2017-18 School Year as information.

Carried

(c) **Contract Award – Fairview Avenue Redevelopment**

R. Wyszynski reviewed the laydown report advising the Board that Tender 2018-6-T for General Contracting services for the Fairview Avenue Elementary School in Dunnville project was issued on August 25, 2017 and closed on September 19, 2017. Five bids were received and it was noted only one compliant bid was received. R. Wyszynski noted the budget for the project would be funded entirely by the Ministry through an Approved to Proceed letter received August 23, 2017 from the Capital and Business Support Division. Based on the bid documents requirements, it is recommended the contract award go to J.R. Certus Construction Co. Ltd.

G. Anderson asked if the 46-week target is aggressive. R. Wyszynski responded he asked the same question and was comfortable with the response received.

J. Richardson asked if they worked on any projects for us before and or any other school boards? R. Wyszynski responded he did not have that information at this time and would look into and forward to the Trustees.

C.A. Sloat asked if there was a contingency plan if we have a hard winter. R. Wyszynski responded not at this time. C.A. Sloat further asked if the budget includes the full budget or is this for building construction only. B. Blancher responded construction only. C.A. Sloat asked if we will get a budget for other items.

B. Doyle commented that it was his understanding that the old school will not come down until the new school is complete, so if we do have delays in construction the old school will be available. B. Doyle also agreed that he would like to be aware of what other projects the selected company has completed.



Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the award General Contracting Services for the Fairview Avenue Elementary School in Dunnville project as set out in tender 2018-6-T to JR Certus Construction Co. Ltd. in the amount of \$10,652,000 plus HST.

Carried

H – 1 Other Business

(a) Summary of Accounts – August 2017

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of August 2017 in the amount of \$8,700,589.12 as information.

Carried

(b) Special Education Advisory Committee Minutes – June 1, 2017

Presented as printed.

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – June 1, 2017 as information.

Carried

(c) Joint Occupational Health & Safety Committee Minutes – June 15, 2017

Presented as printed. C.A. Sloat noted concern regarding the comments on page 3 about “they have emergency devices in place but do not do daily testing” R. Wyszynski responded the Division Manager of Operations and Health and Safety will follow up with those locations.

T. Waldschmidt asked about the storage of naloxone, is this for helping our students or our staff. W. Baker respondent it is for both.



C.A. Sloat asked if we purchased the Naloxone nasal spray and what budget did it come out of? W. Baker responded nasal spray have been purchased and that the former Superintendent of Business and Treasurer determined the budget.

T. Waldschmidt asked if all employees have been trained on how to administer? W. Baker responded not all, we have had four training session and focused on Administrators, first aiders.

Moved by: D. Sowers

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – June 15, 2017 as information.

Carried

(d) **Joint Occupational Health & Safety Committee – Safety Audit Tracking Report (Summer 2017)**

Presented as printed.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee – Safety Audit Tracking Report (Summer 2017) as information.

Carried

(e) **Audit Committee Minutes (Draft) – September 19, 2017**

Presented as printed. R. Collver page 3 7.2. talks about the recommendations for the audit approval plan and the audit committee is seeking Board's approval

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) – September 19, 2017 as information.

Carried

Moved by: C. A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the 2017-18 Internal Audit Plan, as presented.

Carried



(f) **Compensatory Education Steering Committee – May 4, 2017**

Presented as printed.

Moved by: J. Harris

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Compensatory Education Steering Committee Minutes – May 4, 2017 as information.

Carried

I – 1 **Correspondence**

Nil

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the meeting be adjourned at 9:04 p.m.

Carried

Board Chair, David Dean



MINUTES

Present: T. Waldschmidt – Committee Chair, G. Anderson, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, C.A. Sloat, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

Via Teleconference: D. Sowers

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

Regrets:

Trustees: K. Sandy

Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, T. Waldschmidt at 6:30 p.m. for the purpose of conducting the In Camera Session.

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: B. Doyle

Seconded by: A. Felsky

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

Carried

(d) Welcome to Open Session

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



Committee of the Whole Board

October 16, 2017

Education Centre, Board Room

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

Presented as printed. D. Dean requested one item be added under Other Business:

F-1-b: Constituent Concerns

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the agenda be approved as amended

Carried

(f) **In Camera Report**

Nil

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

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

B. Blancher referred to the Violent Incidents in School – Grand Erie Perspective Report which is in response to Grand Erie Trustees' request for Senior Administration Team to consider whether or not Grand Erie is applying the right resources with respect to the January 17, 2017 Elementary Teachers Federation of Ontario (ETFO) call to action report addressing ETFO's perspective on a lack of support for students facing serious behavioural issues that can lead to violent incidents in classrooms.

B. Blancher further noted that after a review of Violent Incident Report data, including Count of Incident Type Descriptions, along with observation and experiences of Senior Administration in their various roles the conclusion is, that at this time, we are applying the appropriate resources.

A. Felsky expressed her appreciation for putting together this report and noted it was very helpful to see the breakdown in the data. A. Felsky further noted her concern that the trend is going to continue to increase and we don't have answers, what are we are going to do to ensure our students and staff are safe. B. Blancher referred to the page one of the report noting shared solutions and shared accountability are important, we can't predict what is going to happen and noted the list of supports currently in place to address this issue. A. Felsky noted she liked the shared responsibility, but her concern is does our staff feel that the response is appropriate and wondering how we are going to communicate this with our



Committee of the Whole Board

October 16, 2017

Education Centre, Board Room

staff. B. Blancher responded we are working with our system support staff to provide assistance to frontline staff and we continue to monitor each situation.

C.A. Sloat asked for clarity on second point on page 2 under support for staff, “children are not ready to transition back to a regular classroom after two year”. L. Thompson responded that we take the transition of those students into account and they may stay at the current school.

R. Collver thanked B. Blancher for putting together this report and noted this is the start of the conversation and the ground work to engage in a conversation with our unions.

D. Dean noted that there seems to be plenty of support given to the children who commit the action but don’t see much for the kids who are affected by some of these actions and how to support them.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the report on Violent Incidents in Schools – Grand Erie Perspective as information.

Carried

C – 1 Director’s Report

The Director highlighted:

- Revised PPM138 – Daily Physical Activity in Schools (DPA) – requested L. De Vos to speak to this item. L. De Vos provided a brief overview on the slight changes to the total minimum daily requirement of twenty minutes of moderate to vigorous physical activity can now be integrated across various curriculum areas in individual blocks of five, ten or fifteen minutes as an effective way of meeting the daily requirement
- Water Testing / Lead in the Water – requested R. Wyszynski to report on this matter as a results of the October 6 Toronto Star report are from 2016. R. Wyszynski noted this is old data and any adverse results have been addressed by our staff. Grand Erie is in full compliance with ministry regulations and guidelines for water quality and testing. Testing is done once a year and results are reported. There are also spot inspections by the ministry to ensure Grand Erie is fully compliant. The safety of our students and staff is our top priority. A. Felsky requested R. Wyszynski forward the link to Trustees.



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- Dress Purple Day in Brant / Brantford on October 24 organized by Brant Family and Children's Services, as is part of Child Abuse Prevention Month. Two Grand Erie Schools (Central and North Ward) will receive visits from a group of VIPs
- Paris Central Playground Committee (parents, staff, community members, etc.) are in the running for an Aviva Grant for their playground equipment. They will be promoting and encouraging the community to vote online for Paris to win the grant – voting ends of October 19th.
- Sod Turning at Fairview Avenue –due to the lateness of the contract award coming to Board for approval, construction started very soon after the award approval and right now in the beginning stages, the site is very messy. It is suggested that an event be held in December when the building starts to take shape or if it is the will of the board we will continue with a sod turning, then Sr. Administration is proposing Friday October 20 at 11:30 a.m. J. Richardson responded the construction is moving along and noted he is not available on October 20th. J. Richardson further noted that doing something once the school takes shape is appropriate. B. Doyle suggested a sod laying event. C.A. Sloat commented that this Friday is too soon and not enough notice has been given. B. Blancher responded if Trustees are not available we can certainly look at different dates. R. Collver added it is a tradition in Grand Erie and something needs to happen but is not willing to wait until a sod laying, B. Blancher agreed that something needs to happen and noted Sr. Administration will take a look for alternate dates.
- Local Government Week – takes place October 15-21 – should Trustees wish to participate by visiting a Grade 5 Social Science class or a Grade 10 Civics class, please follow the board protocol in contacting the local principals to arrange classroom visits.
- Parents Reaching Out (PRO) Grants – announcement of these grants was later this year than in previous two years. On September 29th, we received a memo announcing the approval of PRO grants for 24 Grand Erie Schools – 10 more than last year – lots of great projects that span from Math, Parent Voice, Family Art Nights, Well-Being and social media. Schools have been informed and provided with information and direction on using the grants.
- School Bus Safety Week - October 16–20
- Waste Reduction Week – October 16-22
- International Day for the Eradication of Poverty – October 17
- National School Safety Week – October 17-23

R. Collver requested that all communities in Grand Erie be encouraged to participate in the Purple Day event.

Moved by: G. Anderson



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Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Director's Report of October 16, 2017 as information.

Carried

D – 1 New Business – Action/Decision Items

Nil

D – 2 New Business – Information Items

(a) Enrolment Update

R. Wyszynski referred to the Enrolment Update report which included enrolment projections, actual enrolment as of September 29, 2017 and the enrolment history.

C.A. Sloat noted the 197 drop and concerned if staffing was planned around these numbers. R. Wyszynski responded that double counting occurred in the September 11 report and has been corrected on this report. C.A. Sloat further noted her concern with the amount of high credit student numbers. B. Blancher responded we will monitor the high credit numbers.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Enrolment Update report as information.

Carried

(b) Primary Class Size Report

R. Wyszynski referred to the Primary Class Size Report providing an overview on the background and Grand Erie Statistics for 2017-18.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

Carried

(c) Data Report – Voluntary Indigenous Self-Identification



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B. Blancher referred to the Data Report – Voluntary Indigenous Self-Identification report providing a brief overview on the background, reviewed the number of indigenous self-identified students for Grand Erie and summary.

A. Felsky commented it is nice to see the increased number of individuals that have self-identified. C.A. Sloat asked B. Blancher if it makes sense for this report to be brought to Board in November after the October 31 numbers are released? B. Blancher responded that the November timeframe would be helpful. C.A. Sloat responded this can occur when the agenda schedules are presented and approved in August 2018.

C.A. Sloat asked B. Blancher if SO16 should be updated to reflect the current correct terminology. B. Blancher responded if it is the will of the board to bring a SO16 report to the Board to request the name change to reflect current requirements.

J. Harris noted the change of the language is essential and how do we approve to have it moved to November timeframe. It was suggested that this be added to the November 13th Agenda.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Data Report – Voluntary Indigenous Self-Identification as information.

Carried

(d) **2017-18 Board Action Plan on First Nation, Métis and Inuit Education (FMNI)**

B. Blancher referred to the 2017-18 Board Action Plan on First Nation, Métis and Inuit Education report providing a brief overview on background and additional information noting the Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis and Inuit Framework.

B. Blancher further noted the total funding amount for 2017-18 is \$120,938 not including funding from other areas and that the Ministry allowed boards to carry over unspent funding from 2016-17.

B. Blancher referred to Appendix A of the report which is the plan submitted to the Ministry of Education.

C.A. Sloat requested clarification regarding the section, under Supporting Students – the second section of the plan where it refers to “First Nation education authorities. B. Blancher responded that this is a blanket term to refer to education outside of provincial school boards.



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C.A. Sloat wanted to confirm if Two Row Times was the local newspaper? B. Blancher responded it is a Six Nation publication and is provided free to our schools

D. Dean noted over the last number years he has seen tremendous progress on indigenous matters and thanked B. Blancher for her work and support on this program.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the 2017-18 Board Action Plan on Indigenous Education as information.

Carried

(e) **Public Consultation Plan for Special Education Plan Annual Review**

L. Thompson referred to the Public Consultation Plan for Special Education Plan Annual Review report providing a brief overview on background noting three public meetings were held to provide members of the community with an opportunity for input into the plan. L. Thompson added that these meetings were not well attended and in an effort to seek more targeted and impactful feedback from the public, a link was created on the Grand Erie website to a Special Education feedback page that included the plan, brief video by the Chair of the Special Education Advisory Committee, a short survey and link to provide feedback.

L. Thompson noted that there was significantly more feedback provided directly related to the Special Education Plan through the Online Consultation model and the results were shared at the September 2017 Special Education Advisory Committee (SEAC) meeting. SEAC is recommending the Special Education Public Consultation continue with the online format and the link remains live throughout the school year. L. Thompson further noted that the final report on the Special Education Plan that is shared with the Ministry of Education will include data gathered from online submissions, School Council meetings and from monthly SEAC meetings.

C.A. Sloat asked if we are planning to use the same questions as last year or use conversation starters this year? L. Thompson responded we will work with the communication department to refine the questions.

R. Collver asked that the team work with the communication department to provide support to principals. L. Thompson responded we will.

Moved by: C.A. Sloat

Seconded by: R. Collver



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THAT the Grand Erie District School Board receive the Public Consultation Plan for Special Education Plan Annual Review report as information.

Carried

(f) **"Our School" Survey Results**

W. Baker asked G. Rousell, System Research Leader to the table. W. Baker referred to the Our School Survey 2016-17 report providing a brief overview on the background. W. Baker noted between November 2016 and January 2017, every Grand Erie school completed the survey relating to Student Outcomes and School Climate which includes grade 4 to 6 and grade 7 to 12 and in June 2017, twelve schools volunteered to participate in piloting the Our School parent survey which required administrators to be creative in attempting to maximize parental participation.

W. Baker noted each school's survey results are shared with that school's staff, student and communities and the Aggregate Board results are shared with Senior Administration and Trustees.

G. Anderson noted that Grand Erie is below the national average for Student participation in school sports and asked could this be due to the number of rural schools? W. Baker responded possibly. G. Rousell further indicated this survey was completed at the beginning of the year.

G. Anderson also noted that for Social-Emotional Outcomes – Students with moderate or high levels of anxiety- Grand Erie is above the average for both elementary and secondary, do we know why? W. Baker responded that these are aggregate scores and some schools are very low in this area – it will be important for those schools with scores to review those and respond. He also noted that for both panels the indicators of advocacy at school and positive teacher-student relations were quite a bit higher than the Canadian norm so clearly students are finding support in school which is good.

R. Collver asked if we tailored any questions around the multi-year plan. B. Blancher responded there are many survey questions that connect to our multi-year plan. G. Rousell further noted that this is a canned survey and we only have the opportunity to include two board questions. R. Collver noted if we are using the Learning Bar's Tell Them From Me services, what role does the System Research Leader play? B. Blancher requested G. Rousell respond. G. Rousell noted he is the coordinator of the process with the schools and takes the data provided and is working to incorporate into the Power Business Intelligence dashboard. B. Blancher believes that we can complete a survey like this in house.



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D. Dean commented on the disappointing number for student's participation in school clubs and noted other than the rural school factor and the survey being completed at the beginning of the year, another possible cause is the reduction in the Arts programs.

J. Harris had some questions for G. Rousell, when you look at the survey results, what stands out for you? G. Rousell responded that most of the measures have already been commented on. J. Harris asked is the survey informative and is there anything we can learn from it? G. Rousell responded this is designed to be used at the school level rather than the board. J. Harris asked do you think there is something of benefit if we took this in house? G. Rousell responded we could include questions important to the board rather than canned questions.

C.A. Sloat asked if you were going to do this with parents again, would you leave it up longer and have the link available on the website? W. Baker responded yes we would. C.A. Sloat noted the Social media and Risks, and suggest we consider this in SO27 which is due for review in November. G. Rousell responded that if completed in house, ideally we would have a number of questions around social media.

J. Harris on parent section, is this a serious reflection of what is happening in the system? G. Rousell responded this is only a reflection of what is happening in the schools that responded. We cannot draw any conclusions at a system level without surveying all parents. J. Harris further asked, in your experience is it doable to get more participation from parents? G. Rousell responded it takes a concerted effort, comes from top down and includes input from the communication department.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the report "Our School Survey 2016-17" as information.

Carried

(g) **Elgin Avenue Public School Consolidation Project**

(i) **Temporary Accommodation Strategy**

R. Wyszynski referred to the Elgin Avenue Public Consolidation Temporary Accommodation Strategy report which is a result of the October 24, 2016 board meeting where the Board approved that Elgin Avenue Public School was to be redeveloped to include additional classrooms space and West Lynn Public School would be closed. R. Wyszynski further noted that four options are presented as temporary accommodation



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for the students from Elgin Avenue Public School for the 2018-19 school year which are as follows:

- Option 1: Place Ten (10) portables at Lynndale Heights
- Option 2: Place Grade 7 & 8 at Simcoe Composite School and Place Eight (8) Portables at Lynndale Heights
- Option 3: Place Grade 7 & 8 at Simcoe Composite School, Distribute Eight (8) Portables between Lynndale Heights and West Lynn Public School
- Option 4: Distribute Ten (10) Portables between Lynndale Heights and West Lynn Public School

R. Wyszynski noted Special Education Classes will relocate to Bloomsburg Public School and the current enrichment program will relocate to Teeterville Public School for 2018-19. R. Wyszynski added that the Board will consult with the Ministry of Education regarding temporary accommodations costs and will see funding support through the Temporary Accommodation Grant.

Senior Administration recommends Option 1: Placing Ten (10) Portables at Lynndale Heights as this will keep families and the school community together, preferential option for transportation; and Norfolk County has approved the use of Lynndale Park for overflow for 2018-19.

G. Anderson agreed with the option 1. D. Sowers asked to ensure transparency, should we consider putting these options to the parents affected for input.

R. Collver responded to the D. Sowers indicating that it is a board decision.

R. Collver noted after communicating with a few members around the table and concerns of moving special education to Bloomsburg, she believes staff have made a good decision. R. Collver further added that Board approves the location of self-contained classrooms and feels the same should be done here.

R. Collver asked about the transportation cost for special education and enrichment. R. Wyszynski responded cost would be approximately \$8,000 - \$10,000 for special education and Enrichment program cost would in the \$15,000 - \$20,000 range. R. Collver asked about the 30-minute supervision, do we have a plan in place? S. Sincerbox responded once we have a preferred option determined, we will be able to put the plan in place using a combination of either paid supervisors or managing schedules of Educational Assistants.

C.A. Sloat noted she has never heard of a temporary accommodation grant. R. Wyszynski responded this is similar to Capital Priority and that he has been in conversation with the



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Ministry already. C.A. Sloat asked is there are number of portables that can be redeployed within the Board. R. Wyszynski responded that we did look at that option but as most of our portables are close to the 10-15 age of useful life, moving them would impact that.

C.A. Sloat would it be two schools or one big school and would we free up a principal? B. Blancher responded Sr. Administration will take this away and come back to the Board.

C.A. Sloat noted we have this report that has a number of unanswered questions. R. Wyszynski responded the Temporary Accommodation Grant will not be available until April. C.A. Sloat asked do we know where the funding is coming from? B. Blancher responded that Trustees were aware in the fall of 2016, when approving the South West Norfolk ARC recommendation that closing West Lynn and redeveloping Elgin Avenue would require the relocation of students and that there is a cost to that.

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Placement of 10 Portables at Lynndale Heights Public School during the Elgin Avenue Public School Consolidation.

Carried

Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the Self-Contained and Snozelen Rooms at Elgin Avenue Public School be relocated to Bloomsburg Public School.

Carried

(ii) **Striking of Project Team**

R. Wyszynski referred to the Elgin Avenue Public School Consolidation Project report providing a brief overview on the background on the project and noted as per Policy FT1 – Major Construction Projects a project team needs to be established to assist with and guide the planning process for the project. Senior Administration requests the Board approve the striking of the Project Team.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the striking of a project team for the Elgin Avenue Public School Consolidation Project.



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Carried

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

(a) F5 Advocacy

R. Wyszynski noted Policy F5 Advocacy has been identified for review and will be going out for comment and referred to the minor revisions.

C.A. Sloat requested the mission language be changed before it is distributed.,

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy F5 Advocacy to all appropriate stakeholders for comments to be received by January 12, 2018, as amended

Carried

(b) HR2 Consideration of Employee Concerns

S. Sincerbox noted Policy HR2 Consideration of Employee Concerns has been identified for review and this Policy will be going out for comment and referred to the minor revisions.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy HR2 Consideration of Employee Concerns to all appropriate stakeholders for comments to be received by January 12, 2018.

Carried

(c) F2 Budget Development Process

R. Wyszynski referred to comments received and revisions made.

C.A. Sloat requested the following revisions:

- “audited statement is balanced” be removed,
- Item 1 – Business Improvement Plan be changed to new title
- Item 6 - be cleaned up

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy F2 Budget Development Process, as amended.

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Carried

(d) F102 Purchasing Card Program

R. Wyszynski noted Procedure F102 Purchasing Card Program has been identified for review and will be going out for comment and referred to the minor revisions.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Procedure F102 Purchasing Card Program to all appropriate stakeholders for comments to be received by January 12, 2018.

Carried

(e) F103 Travel and Expense Claims

R. Wyszynski noted Procedure F103 Travel and Expense Claims has been identified for review and will be going out for comment and referred to the minor revisions. R. Collver needed to understand the thinking around including 407 ETR. R. Wyszynski responded that the cost impact is minimal compared to the time saved for staff travel to Toronto for meetings.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure F103 Travel and Expense Claims to all appropriate stakeholders for comments to be received by January 12, 2018.

Carried

(f) FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment

R. Wyszynski noted Procedure FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment has been identified for review and will be going out for comment and referred to the minor revisions.

Moved by: G. Anderson

Seconded by: C.A. Sloat

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

Carried



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(g) **BL25 Director's Performance Appraisal**

B. Blancher noted following the August 28, 2017 Board Meeting it was determined that further revisions were necessary to Appendix B of the Bylaw. B. Blancher referred to revisions made following the current Director's Review Committee meeting on September 11, 2017.

C.A. Sloat noted the following minor revisions to the Bylaw

- item 2 - Appendix A should be changed to Appendix B.
- 3 (a) – need to change title
- 4 (f) – need to change language as there is no mission
- Procedure b) – who gets the information?
- Appendix B – change “private session” to “in camera”
- Change his/her to “their”

There was much discussion around the Bylaw and the process. It was suggested that due to the number of concerns, that Bylaw 25 be brought back at the November 13th Committee of the Whole. J. Harris asked Trustees if they are looking for clarification on the what will be included in the Director's Performance Appraisal Committee report to the Board?

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Bylaw 25 – Director's Performance Appraisal, as amended.

D. Dean and B. Doyle have withdrawn the motion.

It was recommended that the Executive Assistant to the Board of Trustees send out an online request to obtain inputs from Trustees with regards to the Director's Performance Appraisal process.

E – 2 **Procedures Consideration – Information Items**

F– 1 **Other Business**

(a) **OPSBA Report**

C.A. Sloat referred to the OPSBA Report which provided an overview on the following topics:

- Ontario Education Services Corporation
- Business Arising from AGM
- School Board Governance Supports questionnaire
- Legislative Update - Bill C-45, Cannabis Act



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- Equity Education Action Plan
- Integrated Delivery of Rehabilitation Services
- 2017-18 OPSBA Priorities Action Plan from Executive Council Planning Session

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board received the OPSBA report as information.

Carried

(b) **Constituent Concerns**

D. Dean requested the item be withdrawn from the agenda.

G – 1 **Correspondence**

Nil

H – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the meeting be adjourned at 9:32 p.m.

Carried

Committee of the Whole Board Chair, Tom Waldschmidt



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **2017-18 Communications Strategy for Grand Erie's Multi-Year Plan**
DATE: October 30, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on the 2017-18 Communications Strategy for the Multi-Year Plan as information.

Background

In 2016, Grand Erie approved a new five-year strategic direction to guide the work that the school board is doing. At the centre of Grand Erie's Multi-Year Plan is Success for Every Student.

Grand Erie will achieve Success for Every Student through a focus on students and staff in a culture of high expectations. The six indicators that will support Grand Erie's goal of Success for Every Student are: Achievement, Well-Being, Equity, Environment, Technology and Community.

Communicating Grand Erie's Multi-Year Plan to all of the Board's internal and external audiences is crucial to its success. This process began in 2016-17, with the launch of the Multi-Year Plan, and will continue throughout each of the next four years.

The next step, and the focus of the 2017-18 Communications Strategy for the Multi-Year Plan, is to ensure these audiences fully understand the Multi-Year Plan, and the important role that they play in contributing to its overall success.

Next Steps

The 2017-18 Communications Strategy for Grand Erie's Multi-Year Plan will focus on:

- Building awareness and understanding of the plan with all internal and external audiences
- Demonstrating progress made during the first year of the plan by highlighting a wide range of 2016-17 activities, initiatives and events connected to the plan
- Ensuring all internal audiences (i.e., staff) recognize how they fit into the plan and how they contribute to its overall success through their day-to-day actions and activities

Attached, as Appendix A, is the 2017-18 Communications Strategy for the Multi-Year Plan.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



2017-18 Multi-Year Plan Communications Strategy

Background:

- At the centre of Grand Erie's Multi-Year Plan is Success for Every Student
- Grand Erie will achieve this through a focus on students and staff in a culture of high expectations
- The six indicator areas that will support Grand Erie's goal of Success for Every Student are: Achievement, Well-Being, Equity, Environment, Technology and Community

Overview:

- Communicating Grand Erie's Multi-Year Plan to all of its internal and external audiences is crucial to the plan's overall success
- Highlighting accomplishments connected to the Multi-Year Plan during its first year (2016-17) will demonstrate progress and help build support across all audiences
- Ensuring all internal audiences (i.e., staff) fully understand the Multi-Year Plan and recognize their important role within it, will increase buy-in and contribute to the plan's long-term success

Objectives:

- Build awareness and understanding of Grand Erie's Multi-Year Plan with all internal and external audiences through a wide range of communication activities
- Demonstrate progress made during the first year of the Multi-Year Plan (2016-17) by highlighting accomplishments in each of the six indicator areas
- Show all Grand Erie staff how they fit into the Multi-Year Plan and how their day-to-day activities contribute to its overall success

Audiences:

- Internal: Trustees, staff, students
- External: Parents, community members, local media

Tactics:

- **Build awareness and understanding of Grand Erie's Multi-Year Plan**
 - Create a series of Multi-Year Plan-focused communication resources that can be used to inform and educate internal and external audiences
 - 2017-18 Multi-Year Plan view book
 - Success for Every Student video
 - Key messages on each of the six indicator areas of the Multi-Year Plan for leaders (Superintendents, Principals, Managers, etc.) to share at staff meetings, with parents/students, and at key events and activities throughout the school year
 - Content for school/program newsletters on the Multi-Year Plan's and/or one of the six indicators areas
 - Did You Know? social media campaign highlighting key elements of the Multi-Year Plan, including each of the six indicator areas
 - Link all Grand Erie District School Board reports back to one of the six indicator areas of the Multi-Year Plan and the corresponding "We will" statements. For example:
 - Grand Erie Multi-Year Plan:
 - This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.
 - Create a monthly theme for *Schools in the News* based on the six indicators of the Multi-Year Plan
 - For example: October/Community, January/Equity, February/Well-Being, March/Technology, April/Environment, May/Achievement
 - Where possible, highlight how stories included in *The Blackboard* contribute to the Multi-Year Plan and/or one of the six indicator areas
 - Create a monthly feature story spotlighting student or staff activities and initiatives that connect to the Multi-Year Plan and/or one of the six indicator areas
 - Link all media releases to the Multi-Year Plan and/or one of the six indicator areas
 - For example: EQAO results, New Dunnville School ground-breaking, 2018-19 Budget
 - Highlight Multi-Year Plan-focused activities and events during the school year (i.e., Days of Significance, themed days, School Council events, etc.)
 - Incorporate the Multi-Year Plan and/or one of the six indicator areas into each Director's Blog
 - For example: Equity in the October Thanksgiving edition

- Embed the Multi-Year Plan and/or one of the six indicator areas into the 2017-18 Message from the Chair of the Board
- Incorporate the Multi-Year Plan and/or one of the six indicator areas into all greetings brought by the Chair of the Board and/or Trustees to meetings, events and activities throughout the school year
- Incorporate the Multi-Year Plan information graphic and/or Success for Every Student message into all Grand Erie publications
 - For example: School Council Guide, videos, advertisements, etc.
- **Demonstrate progress made during the first year of the Multi-Year Plan**
 - Grand Erie Multi-Year Plan overview and update presentation
 - Featuring accomplishments from 2016-17
 - Led by the Director of Education at a wide-range of meetings, events and activities
 - For example: Director's Kick-Off, Staff Professional Development Days, School Council Start-up Session
 - Highlight progress in the Annual Director's Report
 - Update Grand Erie's website content for the Multi-Year Plan to include accomplishments from 2016-17
- **Show staff how they fit into the Multi-Year Plan and contribute to its overall success**
 - Share staff videos (four in total) with all staff at Professional Development Days and key meetings throughout the school year
 - Videos demonstrate how each of these staff members contribute to Success for Every Student through their unique, individual stories
 - Spotlight one of the Multi-Year Plan's six indicator areas at each of the Director's Meetings (December to June) and ask 3-5 Principals or Managers to share 2-3 ways in which they (their school/department/staff) are contributing to the Multi-Year Plan
 - Each participant is recognized with a pair of Grand Erie socks
 - Share each of the six Annual Operating Plans, which are how the Multi-Year Plan is implemented, with Principals at a Director's Meeting (October 2017) and post on the Grand Erie website for all internal and external audiences to review
 - Speed Brainstorming session with participants at an upcoming Director's Meeting
 - Attendees will be split up into small groups for a short, intense brainstorming session
 - Each participant will write down one example of how they see themselves, their school, their program area or their department contributing to the Multi-Year plan based on one of the six indicator areas

- Examples are then posted, shared and discussed within the group
- All examples will be collected and shared with attendees following the meeting. They will also be shared on the staff portal
- Develop a master list of examples showing how Grand Erie staff are helping to support the Multi-Year Plan and/or one of the six indicator areas
 - Examples will be collected monthly from schools, program areas and staff departments
 - Each month will have a focus (i.e. December/Community, January/Well-Being, February/Equity, March/Technology, April/Environment, May/Achievement)
 - Once schools/departments/program areas submit their examples, that staff will be entered into a monthly draw for a catered lunch
 - Master list of examples will be featured on the staff portal to ensure all staff can see each of the ways in which they contribute to the Multi-Year Plan on a day-to-day basis and how important and valuable their work is

Measurement:

- Number of schools, departments and program areas that participate in the collection of examples
- Results collected through the annual Multi-Year Plan survey (May/June 2018)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Raf Wyszynski, Superintendent of Business and Treasurer
RE: **Rural and Northern Education Fund (RNEF)**
DATE: October 30, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the allocation of funding in Rural and Northern Education Fund (RNEF) Report.</p>

Background

In June 2017 the Ministry announced new funding, through the Grants for Student Needs (GSN), dedicated for school boards to further improve education for students from rural communities. Funding was allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board.

School boards must use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- Improving programming and support services in rural schools
- Continuing the operation of rural schools; or
- Enhancing student transportation options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

Schools must utilize the funding allocated to the Board using a preliminary school list (see Appendix A) from the Ministry. The list is comprised of schools in which at least half of their students are from rural communities. This list can be modified, however, through board motion based on the following parameters:

- Where the school is the last one in the community served by the board.
- There are no other public services in the community (such as a hospital, library, etc.).
- It is remote from other schools of the board and the board has determined it to be an unreasonable distance to travel.
- Where the board has determined that rural students make up a large portion of the student population of that school.

Boards will be required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

Grand Erie District School Board is expected to receive \$583,173 for the 2017-18 school year.

Additional Information

The information below summarizes how the Grand Erie District School Board anticipates to utilize this funding for the 2017-2018 school year.

Description	Funding
Ultraviolet Purification System installation at six elementary schools* <ul style="list-style-type: none"> Expand community access to rural schools (i.e. weekends) Higher levels of student and parent engagement Promotes healthier choices 	\$123,000
Additional secondary programming for second semester <ul style="list-style-type: none"> Expand programming offerings that would normally not be available Eight eligible secondary schools: <ul style="list-style-type: none"> Cayuga Secondary School Delhi District Secondary School Dunnville Secondary School Hagersville Secondary School McKinnon Park Secondary School Simcoe Composite Secondary School Valley Heights Secondary School Waterford District High School 	\$120,000
Central Position – 0.5 FTE Student Success Itinerant Re-Engagement Teacher <ul style="list-style-type: none"> Supplement decrease in EPO grant (Re-Engagement 12/12+) 	\$54,000
Principal and Vice-Principal Relief (200 Days x \$600 per day) <ul style="list-style-type: none"> Lone administrator schools only Allow administrators in schools to participate in committees, professional development, professional learning with school teams, and other activities as necessary 	\$120,000
Secondary Athletics Facilitator <ul style="list-style-type: none"> Support amalgamation for secondary athletics Support small rural schools in fielding teams by introducing fairness and equity by creating opportunities for participation Enhance inclusion 	\$25,000
Principal release time for transition at new Dunnville elementary school <ul style="list-style-type: none"> To offset decreased funding in top up grants for rural schools 	\$26,000
Distribution to all schools on Ministry list* <ul style="list-style-type: none"> Support schools in: <ul style="list-style-type: none"> Field trips Transportation Before/After school activities Schools will be required to report back on utilization of allocated funds 	\$99,944
Contingency	\$15,229
Total Allocated	\$583,173

*see Appendix A for details

Respectfully submitted,

Raf Wyszynski,
Superintendent of Business and Treasurer

Appendix A

School	Enrolment Based	UV System
Bloomsburg Public School	\$ 3,289	\$ 21,000
Boston Public School	\$ 3,290	
Burford Public School	\$ 1,745	\$ 21,000
Caledonia Centennial Public School	\$ 2,502	
Cayuga Secondary School	\$ 3,725	
Courtland Public School	\$ 2,351	
Delhi District Secondary School	\$ 2,800	
Delhi Public School	\$ 1,631	
Dunnville Secondary School	\$ 3,611	
Fairview Avenue Public School	\$ 2,403	
Glen Morris Central Public School	\$ 3,258	Not Eligible
Grandview Central Public School	\$ 3,188	Closing
Hagersville Elementary School	\$ 2,382	
Hagersville Secondary School	\$ 3,702	
Houghton Annex	\$ -	
Houghton Public School	\$ 2,470	
J L Mitchener Public School	\$ 2,451	
Jarvis Public School	\$ 2,451	
Lakewood Elementary School	\$ 1,781	
Langton Public School	\$ 3,299	\$ 21,000
McKinnon Park Secondary School	\$ 2,142	
Mount Pleasant Public School	\$ 2,333	
Oakland-Scotland Public School	\$ 3,240	\$ 21,000
Oneida Central Public School	\$ 2,374	
Onondaga-Brant Public School	\$ 3,304	
Port Rowan Public School	\$ 2,360	
Rainham Central Public School	\$ 2,363	
River Heights Elementary School	\$ 1,804	
Seneca Central Public School	\$ 3,208	\$ 21,000
Simcoe Comp Secondary School	\$ 2,073	
St George-German Public School	\$ 2,606	
Teeterville Public School	\$ 3,302	Not Eligible
Thompson Creek Elementary School	\$ 1,760	
Valley Heights Secondary School	\$ 3,669	Not Eligible
Walpole North Elementary School	\$ 2,386	
Walsh Public School	\$ 2,579	\$ 18,000
Waterford District High School	\$ 3,600	
Waterford Public School	\$ 2,512	
Total	\$ 99,944	\$ 123,000



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Boundary Review – McKinnon Park Secondary School**
DATE: October 30, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board suspend the motion approved at the September 11, 2017 Committee of the Whole Meeting initiating a Boundary Review for McKinnon Park Secondary School to begin in November 2017.

Background

At the September 11, 2017 Committee of the Whole Meeting Trustees approved a Boundary Review for McKinnon Park Secondary School to begin in November 2017. Since that time, the senior administration team has been reviewing enrolment and attendance pattern data for students who attend McKinnon Park from Six Nations and data for the Oneida Public School catchment.

Additional Information

As noted in the report that was presented on September 11, 2017, the current and ongoing enrolment pressures at McKinnon Park Secondary School are the impetus for this review. As a result, options for the boundary review need to effectively address enrolment pressures.

In preparation for the boundary review, the senior administration team reviewed attendance pattern data for students residing on Six Nations and for students who attend Oneida Central Public School. Currently students at Oneida Central are able to choose between McKinnon Park and Cayuga Secondary. The McKinnon Park attendance area between Onondaga Townline Road to the west, Highway 6 to the east, Highway 54 to the south and Haldibrook Road to the north was also reviewed.

Senior administration did not review the area north of the Grand River that had been part of the May 2017 Boundary Review since Trustees had already decided not to include that area in the decision to redirect students residing in the new McClung Road subdivision to Cayuga Secondary School.

Using the most recent enrolment data, the team reviewed where students reside on Six Nations and which Grand Erie secondary school they attend. It is important to note that transportation for Six Nations students is provided by Indigenous and Northern Affairs Canada (INAC) and not through the Student Transportation Services of Brant, Haldimand and Norfolk (STSBHN) consortium. INAC has not established transportation boundaries on Six Nations and provides busing for students to any Grand Erie secondary school regardless of where a student resides.

Data Reviewed

Figure 1 below provides an overview of student home location and school attendance for students residing on Six Nations. Each coloured dot on the map illustrates attendance at a corresponding Grand Erie District School Board secondary school. In determining a proposed boundary, proximity to McKinnon Park was taken into consideration as well as analysis of historical enrolment choices. In this report, three scenarios have been proposed, explained further by Figures 4, 7, and 10, that will illustrate the proposed boundaries. These boundaries would create two separate areas for each option; one giving students the choice of any secondary school including McKinnon Park and another giving students a choice of any secondary school except McKinnon park.

Figure 1: Six Nations & New Credit Enrolment Choice: March 2017

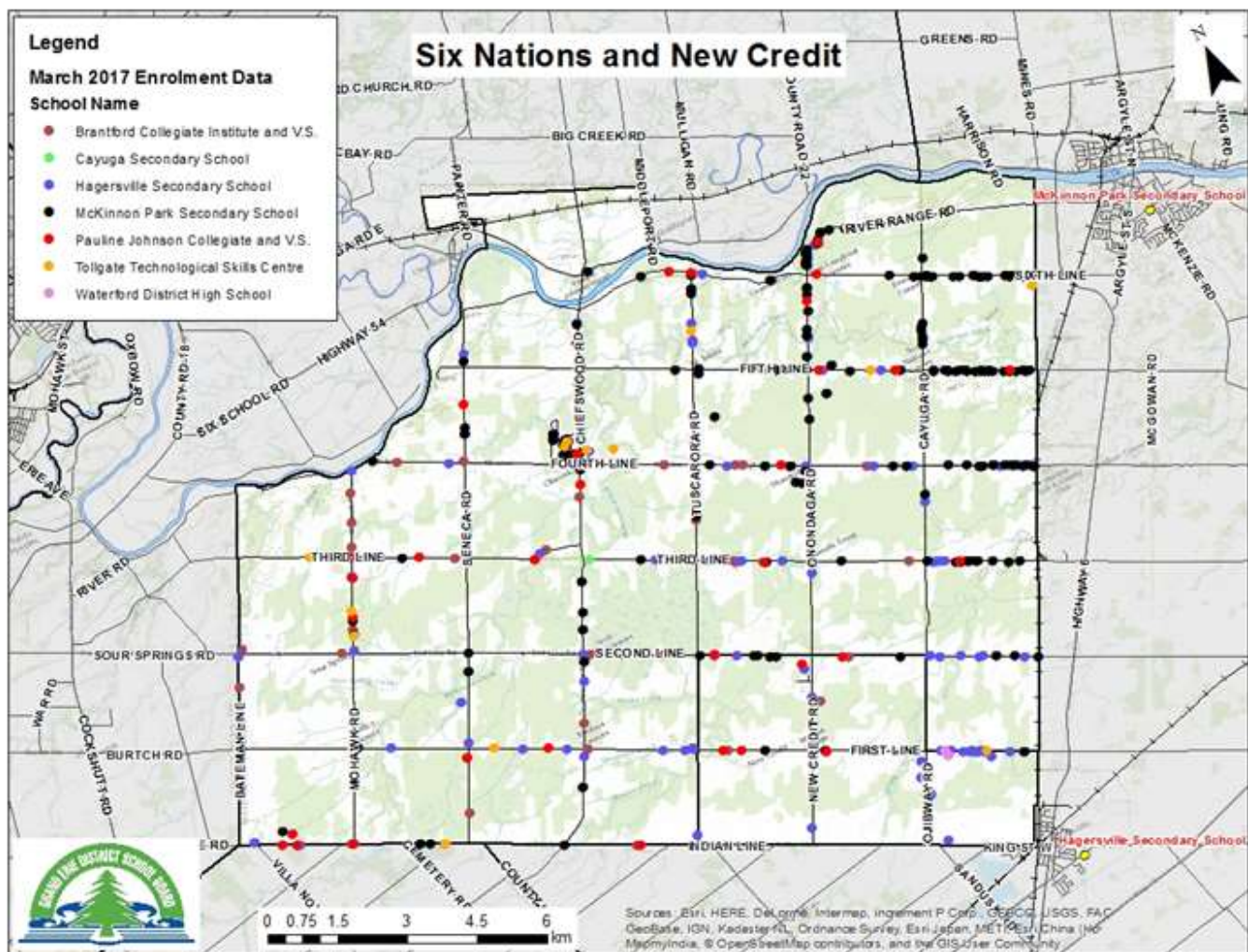


Figure 2 shows the March 2017 enrolment numbers for Six Nations and New Credit students as a way of providing an overview. Establishing an attendance boundary for McKinnon Park could have the unintended consequence of having students who might attend other Grand Erie secondary schools, and who live in the newly created boundary, choose to attend McKinnon Park.

Figure 2: March 2017 Enrolment Numbers for Six Nations and New Credit

School	Grade				
	9	10	11	12	Total
BCI	14	18	20	10	62
Cayuga	3	4	0	1	8
Hagersville	21	32	33	57	143
McKinnon	55	48	55	95	253
P.J.	2	3	12	18	35
Tollgate	4	5	2	3	14
Waterford	2	0	0	1	3
Total					519

Figure 3 below shows the historical, current and projected enrolment for McKinnon Park, Cayuga Secondary and Hagersville Secondary. These numbers will be referred to in this report numerous times for comparison purposes as each option will impact these numbers to a different degree.

Figure 3: Historical and Projected Enrolment including Capacity Percentages

	MPSS	Cayuga	HSS		MPSS	Cayuga	HSS
Capacity	558	927	861		558.0	927.0	861.0
2014-15	872	553	457		156%	60%	53%
2015-16	897	549	452		161%	59%	52%
2016-17	812	543	476		146%	59%	55%
2017-18	797	502	467		143%	54%	54%
2018-19	829	471	476		149%	51%	55%
2019-20	815	469	413		146%	51%	48%
2020-21	846	428	384		152%	46%	45%
2021-22	834	407	370		149%	44%	43%
2022-23	830	425	389		149%	46%	45%
2023-24	879	408	409		158%	44%	47%

Option 1: Boundary at Fourth Line and Chiefswood Road

Figure 4: Option 1 – Area 1 (Green) and Area 2 (Yellow)



There were 309 students residing in area 2 as of the school year ended 2016-17. The breakdown of these students is as follows:

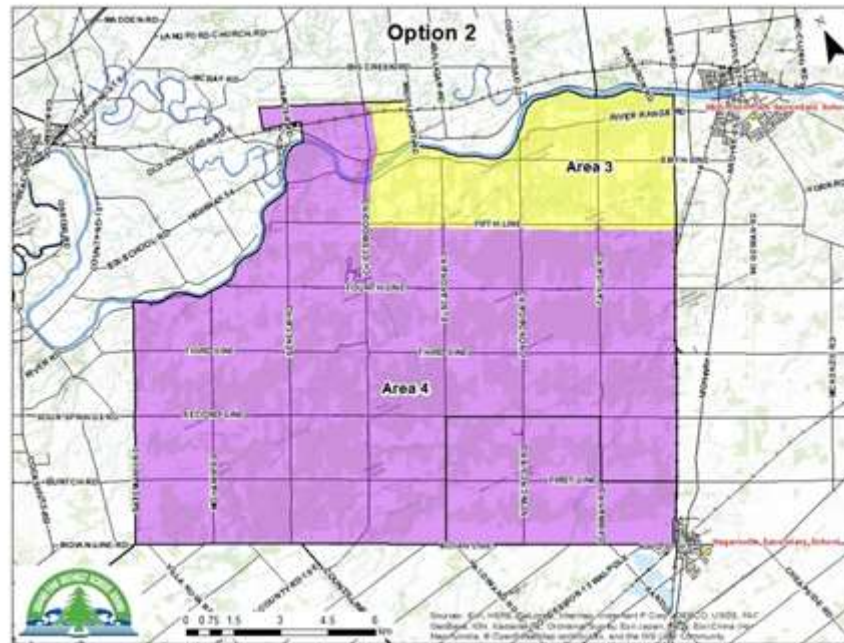
Figure 5	Grade				
School	9	10	11	12	Total
BCI	14	14	17	10	54
Cayuga	3	1	-	1	5
Hagersville	18	26	23	44	111
McKinnon	24	18	18	42	101
P.J.	1	3	11	13	28
Tollgate	3	5	2	2	12
Total	63	66	71	111	309

If the boundary was established as per figure 4, the 101 students that currently attend McKinnon Park would be phased out beginning with Grade 9 students for the 2018-19 school year. If the same number of students are anticipated to come through grade 9 each year then the impact over the first four years would be approximately 96 students (24 x 4). The enrolment figures for the 2021-22 school year are summarized below. Note: There are 72 students in area 1 that did not attend McKinnon Park in 2016-17 but could decide to with this new boundary.

Figure 6	MPSS	Cayuga	HSS	Other		MPSS	Cayuga	HSS
Current	834	407	370	0		149%	44%	43%
Option 1	738	408	421	44		132%	44%	49%
Change	-96	1	51	44		-17%	0%	6%

Option 2: Boundary at Fifth Line and Chiefswood Road

Figure 7: Option 2 – Area 3 (Yellow) and Area 4 (Purple)



There were 369 students residing in area 4 as of the school year ended 2016-17. The breakdown of these students is as follows:

Figure 8		Grade			
School	9	10	11	12	Total
BCI	14	16	20	10	59
Cayuga	3	2	-	1	6
Hagersville	20	31	27	51	129
McKinnon	31	22	25	55	132
North Park	-	-	-	1	1
P.J.	1	3	11	14	29
Tollgate	3	6	2	2	13
Waterford	2	-	-	1	3
Total	74	78	85	133	369

If the boundary was established as per figure 7, the 132 students that currently attend McKinnon Park would be phased out beginning with Grade 9 students for the 2018-19 school year. If the same number of students are anticipated to come through Grade 9 each year then the impact over the first four years would be approximately 124 students (31 x 4). The enrolment figures for the 2021-22 school year are summarized below. Note: There are 45 students in area 3 that did not attend McKinnon Park in 2016-17 but could with this new boundary.

Figure 9	MPSS	Cayuga	HSS	Other		MPSS	Cayuga	HSS
Current	834	407	370	0		149%	44%	43%
Option 2	710	409	436	57		127%	44%	51%
Change	-124	2	66	57		-22%	0%	8%

Option 3: Boundary at Sixth Line and Chiefswood Road

Figure 10: Option 3 – Area 5 (Blue) and Area 6 (Red)



There were 461 students residing in Area 6 as of the school year ended 2016-17. The breakdown of these students is as follows:

Figure 11	Grade				Total
	9	10	11	12	
BCI	14	17	21	13	64
Cayuga	3	3	-	1	7
Hagersville	21	33	30	60	144
McKinnon	45	30	40	80	194
North Park	-	-	-	1	1
P.J.	2	3	13	17	35
Tollgate	4	6	2	4	15
Waterford	2	-	-	1	3
Total	91	91	105	175	461

If the boundary was established as per figure 10, the 194 students that currently attend McKinnon Park would be phased out beginning with Grade 9 students for the 2018-19 school year. If the same number of students are anticipated to come through Grade 9 each year then the impact over the first four years would be approximately 180 students (45 x 4). The enrolment figures for the 2021-22 school year are summarized below. Note: There are 16 students in area 5 that did not attend McKinnon Park in 2016-17 but could with this new boundary.

Figure 12	MPSS	Cayuga	HSS	Other		MPSS	Cayuga	HSS
Current	834	407	370	0		149%	44%	43%
Option 3	654	409	466	82		117%	44%	54%
Change	-180	2	95	82		-32%	0%	11%

Additionally, students currently enrolled in Grades 10 – 12 in Grand Erie who are attending other Grand Erie secondary schools may choose to attend McKinnon Park as a result of these new boundaries.

Appendix A shows the secondary school attendance pattern for Oneida Central. This data reflects a small number of students (28 in total from the 2017 Grade 8 graduating class). Based on this data it is clear that students from Oneida Central have a small impact on the enrolment numbers at McKinnon Park.

Appendix B shows the attendance pattern for the McKinnon Park boundary area north west of the school.

Conclusion

Upon a review of the data, senior administration concluded that a boundary review to establish new boundaries for current attendance areas of McKinnon Park would not result in the desired impact on enrolment pressures at McKinnon Park for the following reasons:

- In order to have an impact on McKinnon Park enrolment over time, the boundary on Six Nations would have to encompass a very narrow area which would allow very few students the option of choosing McKinnon Park even though it is the closest Grand Erie secondary school to their residence.
- The majority of students residing on Six Nations who attend McKinnon Park live in the area of Six Nations that, if a comparable boundary was established, would still be part of the McKinnon Park attendance boundary.
- Taking away the Oneida Central choice of McKinnon Park or Cayuga Secondary involves too few students to make a difference in enrolment at McKinnon Park.
- There are too few students residing in the attendance area northwest of McKinnon Park to make a difference in enrolment at McKinnon Park.

In order to impact enrolment pressures at McKinnon Park, Grand Erie would need to redirect approximately 200 students to other Haldimand secondary schools. Boundary changes alone will not achieve this result.

There are 456 students in the neighbourhoods surrounding McKinnon Park both north and south of the Grand River and these students make up the majority of the population at McKinnon Park.

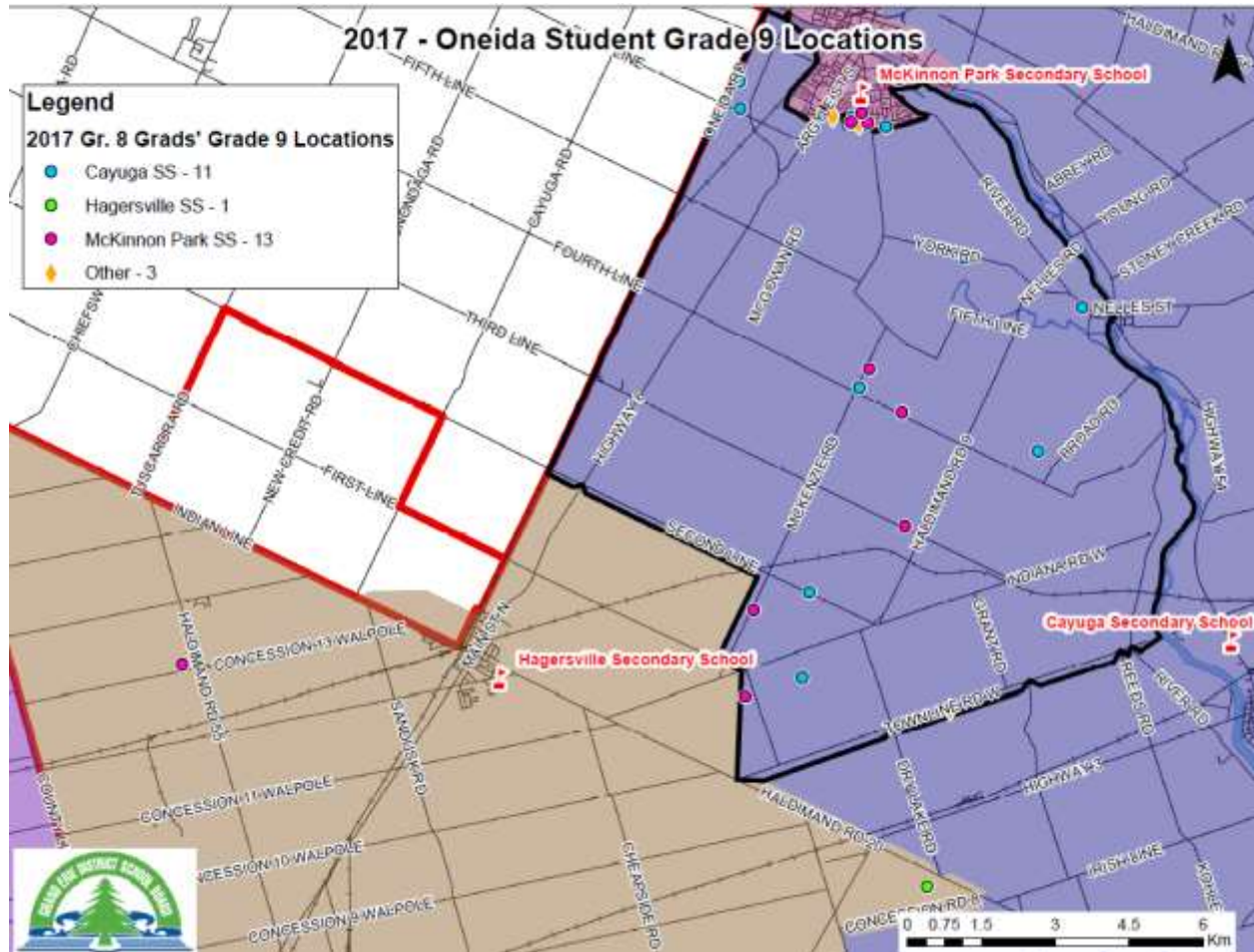
Recommendations

1. Suspend the motion that initiated the Boundary Review.
2. Consider revisiting the original Haldimand Secondary ARC recommendation for McKinnon Park approved by Trustees in November 2014:

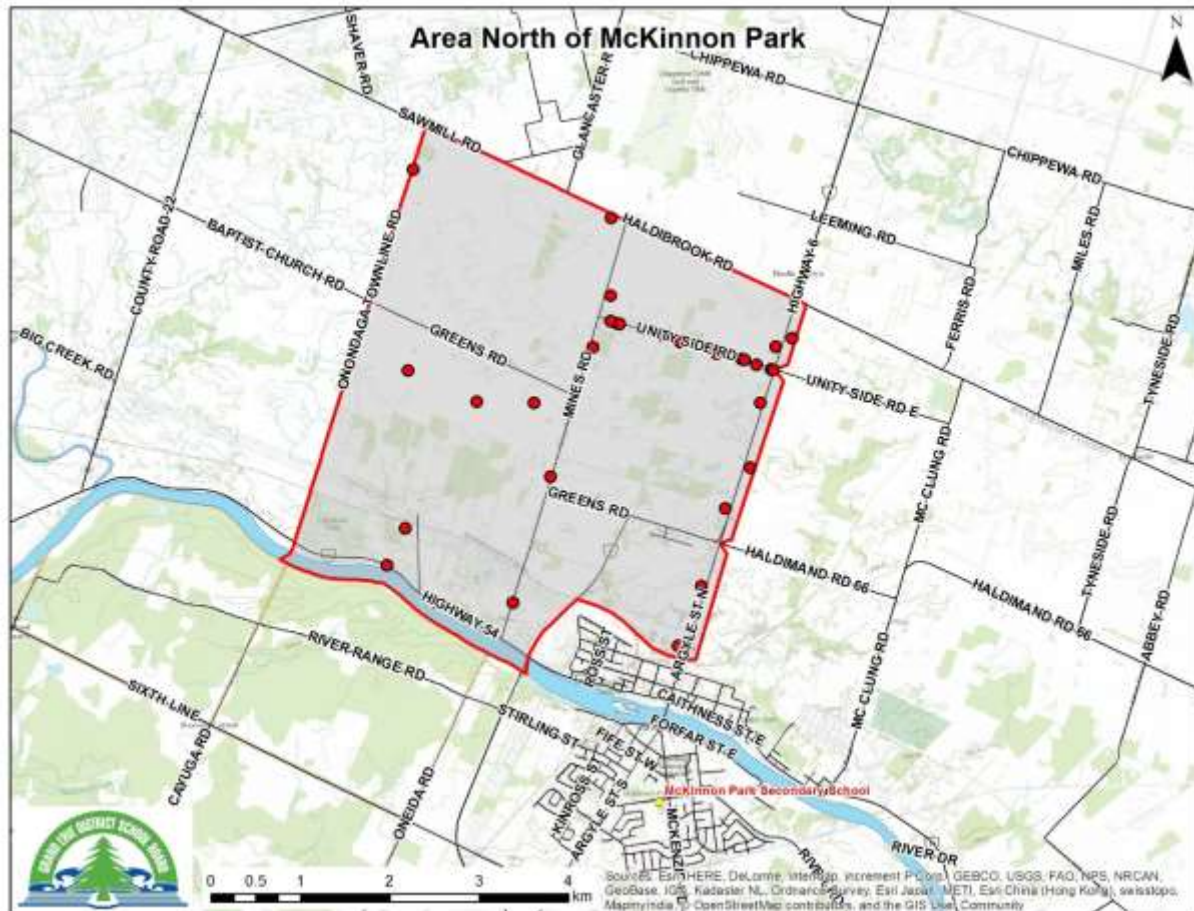
Consult with Six Nations Education Council to determine an appropriate capped number of students for acceptance at grade nine.

3. Support other Haldimand secondary schools, specifically Hagersville and Cayuga Secondary in recruiting more students through program offerings and other supports. Also, explore the possibility of creating a school within a school for Indigenous education.

Appendix A



Appendix B





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Tom Waldschmidt, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: October 30, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report,
dated October 16, 2017 as follows:

1. Violent Incidents in Schools – Grand Erie Perspective

THAT the Grand Erie District School Board receive the report on Violent Incidents in Schools – Grand Erie Perspective as information.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of October 16, 2017 as information.

3. Enrolment Update

THAT the Grand Erie District School Board receive the Enrolment Update report as information.

4. Primary Class Size Report

THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

5. Data Report – Voluntary Indigenous Self-Identification

THAT the Grand Erie District School Board receive the Data Report – Voluntary Indigenous Self-Identification as information.

6. 2017-18 Board Action Plan on First Nation, Métis and Inuit Education (FMNI)

THAT the Grand Erie District School Board receive the 2017-18 Board Action Plan on Indigenous Education as information.

7. Public Consultation Plan for Special Education Plan Annual Review

THAT the Grand Erie District School Board receive the Public Consultation Plan for Special Education Plan Annual Review report as information.

8. "Our School" Survey Results

THAT the Grand Erie District School Board receive the report "Our School Survey 2016-17" as information.

9. Elgin Avenue Public School Consolidation Project

(a) Temporary Accommodation Strategy

THAT the Grand Erie District School Board approve the Placement of 10 Portables at Lynndale Heights Public School during the Elgin Avenue Public School Consolidation.

THAT the Grand Erie District School Board approve the Self-Contained and Snozelen Rooms at Elgin Avenue Public School be relocated to Bloomsburg Public School.

(b) Striking Project Team

THAT the Grand Erie District School Board approve the striking of a project team for the Elgin Avenue Public School Consolidation Project.

10. F5 Advocacy

THAT the Grand Erie District School Board forward Policy F5 Advocacy to all appropriate stakeholders for comments to be received by January 12, 2018, as amended.

11. HR2 Consideration of Employee Concerns

THAT the Grand Erie District School Board forward Policy HR2 Consideration of Employee Concerns to all appropriate stakeholders for comments to be received by January 12, 2018.

12. F2 Budget Development Process

THAT the Grand Erie District School Board approve Policy F2 Budget Development Process, as amended.

13. F102 Purchasing Card Program

THAT the Grand Erie District School Board forward Procedure F102 Purchasing Card Program to all appropriate stakeholders for comments to be received by January 12, 2018.

14. F103 Travel and Expense Claims

THAT the Grand Erie District School Board forward Procedure F103 Travel and Expense Claims to all appropriate stakeholders for comments to be received by January 12, 2018.

15. FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment

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

16. OPSBA Report

THAT the Grand Erie District School Board received the OPSBA report as information.

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board



POLICY

F5

Advocacy

Board Received: _____ Review Date: _____

Policy Statement

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

Accountability:

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

Procedures:

The key objective of the Grand Erie District School Board's advocacy is to develop effective two-way communications with the Government of Ontario to support the Board's mission of Success for Every Student.

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

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

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



Budget Development Process

Board Received: _____ Review Date: _____

Policy Statement:

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

Accountability:

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

Procedures:

1. The Board's approved Multi-Year Plan, the Board's Student Achievement Plan – Success for Every Student and the annual operating plans will inform the budget development process.
2. The Superintendent of Business shall submit preliminary elementary and secondary enrolment projections to the Ministry that will include trend analysis and historical comparators (January).
3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).
4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall confirm elementary and secondary enrolment projections with Principals (March).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.
6. The Superintendent of Business shall prepare a draft budget for Executive council.
7. Executive Council shall develop a pro forma budget for Board consideration by May of each year. The pro forma budget shall also include a five-year enrolment forecast.
8. Significant budget modifications made to the initial draft budget presented to Executive Council will be formally documented to ensure that the final budget can be reconciled to the draft budget.
9. The Board shall review/modify the pro forma budget over several public meetings (May/June).
10. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.
11. The approved budget shall be posted on the Board's website.

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **2016-17 Board Improvement Plan for Student Achievement Outcomes**

DATE: October 30, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2016-17 Board Improvement Plan for Student Achievement Outcomes as information.

Background

At the September 26, 2016 and October 24, 2016 Board Meetings, the draft 2016-17 Board Improvement Plan for Student Achievement was presented. On March 27, 2017 a mid-year update was shared based on monitoring evidence of impact.

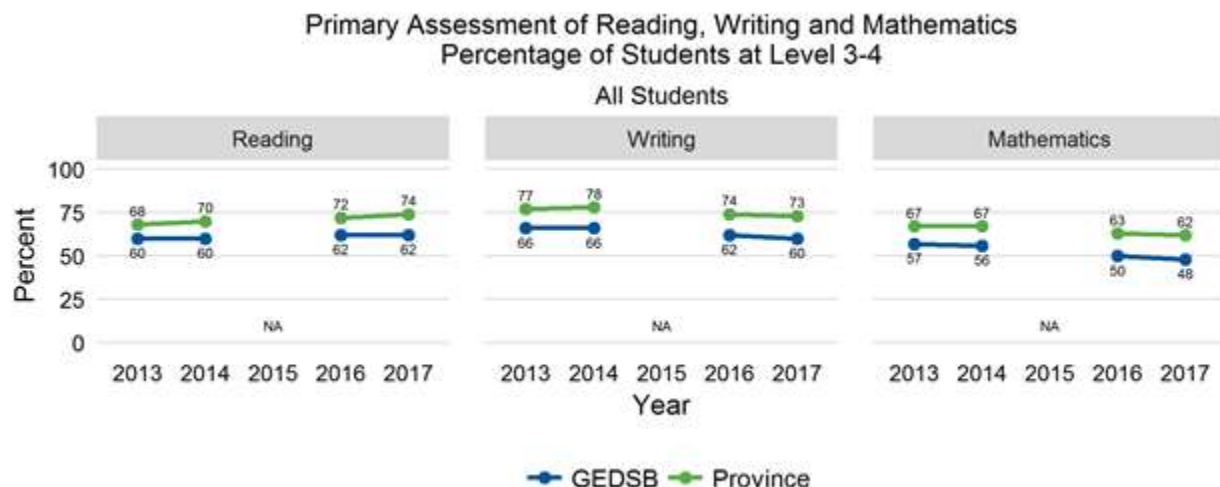
In mid-September 2017, final EQAO results were released to school boards and the public. These results, along with evidence of impact have been reviewed and are included within this report.

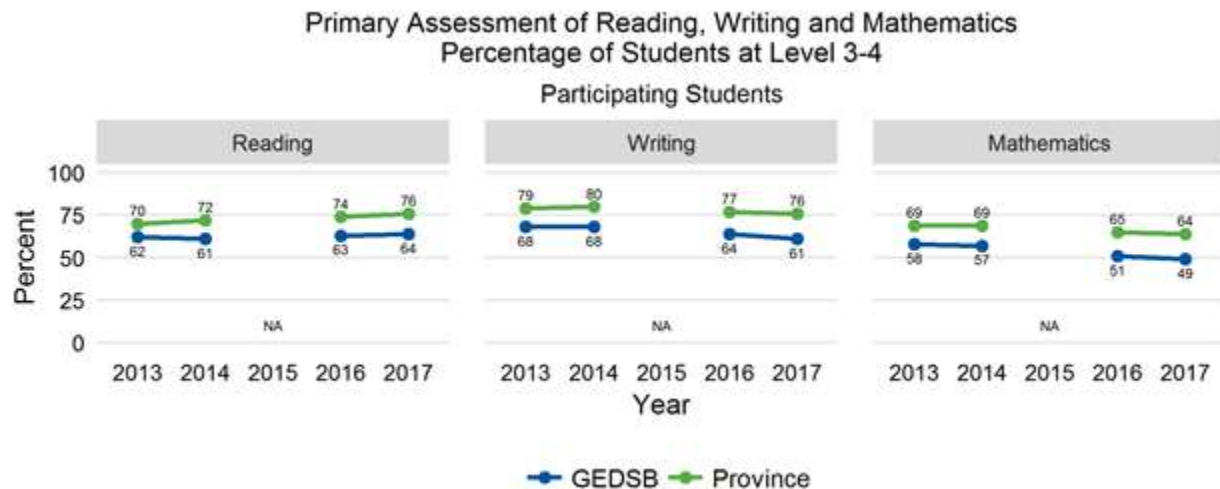
Additional Information

The 2016-17 Theory of Change outlined in the Board Improvement Plan is the foundation for which the implementation and actions with respect to the outcomes were attained.

Elementary Outcomes:

Primary: How did we do?





Data-Based Observations for Participating Students

Reading

- 64% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 on the 2016-17 assessment in Reading increased by 1%, from 63% in 2016, mirroring the provincial increase
- The percentage of primary students scoring Level 2 on the 2017 assessment in Reading was 28%
- 92% of students are performing at a Level 2 or higher in Reading
- 31 out of 60 schools did see an improvement in Primary Reading scores since the 2016 EQAO Assessment, ranging from 1% to 50%
- The percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is consistent at 64% with participating students

Writing

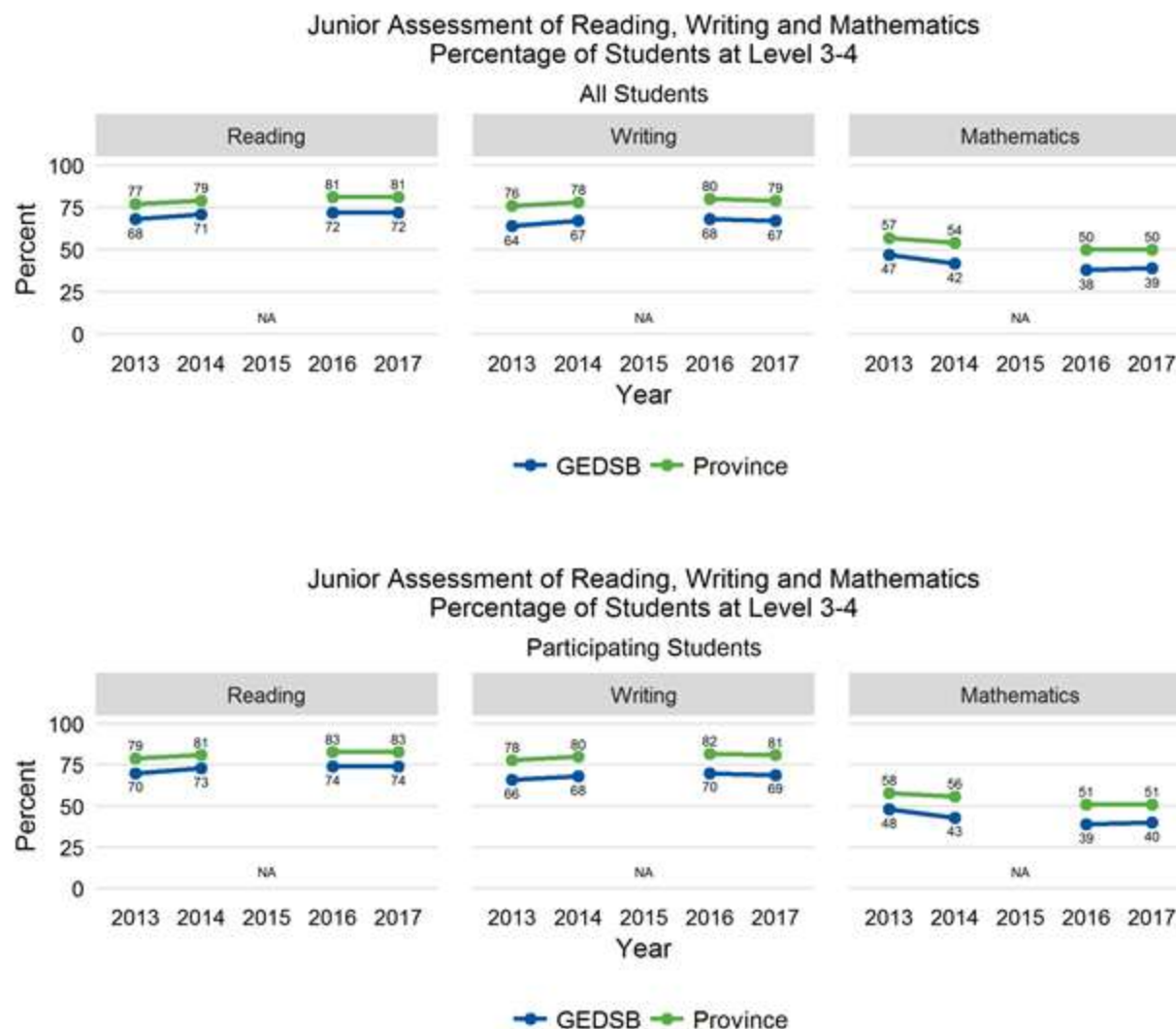
- 61% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 decreased by 3% from 64% in 2016 to 61% in 2017
- Our result in Primary mirrors the provincial trend
- The percentage of primary students scoring Level 2 on the 2017 assessment in Writing was 35% (34% in 2016)
- 96% of students are performing at a Level 2 or higher in Writing
- 27 out of 60 schools showed improvement, ranging from 1% to 50%
- In writing, the percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is lower than the EQAO results in writing (56%)

Mathematics

- 49% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 decreased from 51% in 2016 to 49% in 2017
- The percentage of primary students scoring level 2 on the 2017 assessment in Mathematics was 40% (39% in 2016)
- 89% of students are performing at a Level 2 or higher in Mathematics
- Our result in Primary Mathematics mirrors the provincial trend
- In Primary Math, 26 of 60 of our schools improved ranging from 1% to 51%

- A significant gap between report card data and EQAO results continues in Mathematics
- 7 out of 12 of our Renewed Math Strategy (RMS) Intensive Support Schools improved, ranging from 2% to 38%

Junior: How did we do?



Data-Based Observations for Participating Students

Reading

- 74% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2017 Reading assessment remained the same as in 2016
- The percentage of junior students scoring Level 2 on the 2017 assessment in Reading was 24% (22% in 2016)
- 98% of students are performing at a Level 2 or higher in Reading
- Over the past five years, our Junior Reading results have improved 4%
- In terms of cohort data, 18% did not meet the standard in Grade 3, but met it in Grade 6

- 28 out of 60 of our schools saw an improvement in Junior Reading scores from 2016 ranging from 1% to 42%
- The percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than our EQAO results (67%)
- At the junior level, 98% of students are performing at a Level 2 or higher in Reading, 98% in Writing and 76% in Mathematics

Writing

- 69% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2017 Writing assessment decreased by 1%, from 70% in 2016
- In terms of cohort data, 14% did not meet the standard in Grade 3, but met it in Grade 6
- The percentage of junior students scoring Level 2 on the 2017 assessment in Writing was 29% (28% in 2016)
- 98% of students are performing at a Level 2 or higher in Writing 98%
- In the junior division, 28 of our schools showed improvement, ranging from 1% to 40%
- In writing, the percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card parallels EQAO results in writing

Mathematics

- 40% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 was a 1% increase from the 2016 results
- In terms of cohort data, 4% did not meet the standard in Grade 3, but met it in Grade 6
- The percentage of junior students scoring Level 2 on the 2017 assessment in Mathematics was 36% (38% in 2016)
- 76% of students are performing at a Level 2 or higher in Mathematics
- Provincial EQAO results in math continue to be a concern and the Ministry of Education's Renewed Math Strategy will continue to be the focus provincially and locally
- 28 out of 60 schools showed improvement, ranging from 1% to 40%
- A significant gap between report card data and EQAO results continues in Mathematics
- 6 of 12 Renewed Math Strategy (RMS) Intensive Support Schools improved, ranging from 8% to 22%

Overall Observations

- Training in appropriate use of literacy assessment resources and responsive differentiated instructional strategies are offered to teachers annually
- Instructional coaches continue to support teachers with the guided reading component of Comprehensive Literacy programming, as needed
- Comprehensive Literacy cross curricular reading resources were provided to all elementary schools
- Professional Learning sessions in math content and pedagogy was offered in a tiered, differentiated model to all elementary schools
- In the 12 Intensive Support Schools, Kindergarten to Grade 6 educators, and the Learning Resource Teacher (LRT) received six days of Professional Learning each, as well as support from three Math Coaches
- Key Mathematics resources and manipulative carts were purchased for these schools
- In the 26 Increased Support Schools, all junior teachers received five days of Professional Learning
- In the remaining 22 schools, all junior teachers received three days of professional learning

- Lead Teachers from each of the 60 elementary schools received three days of Professional Learning
- Principals, in addition to participating in professional learning alongside their school teams, received three sessions of mathematics leadership learning at Family of Schools meetings

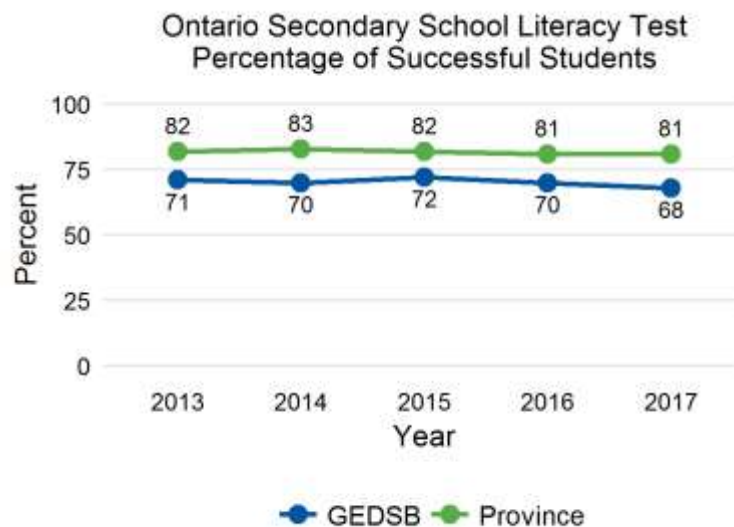
Student Success / Secondary Outcomes

Literacy - How did we do?

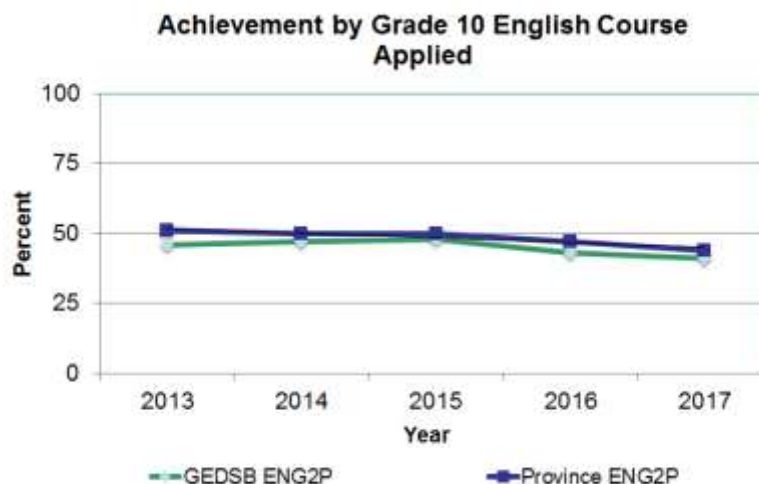
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

2017 EQAO Data

- 68% of fully participating First-Time Eligible writers achieved the Literacy Graduation Requirement on the OSSLT



- 41% of fully participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT



Observations:

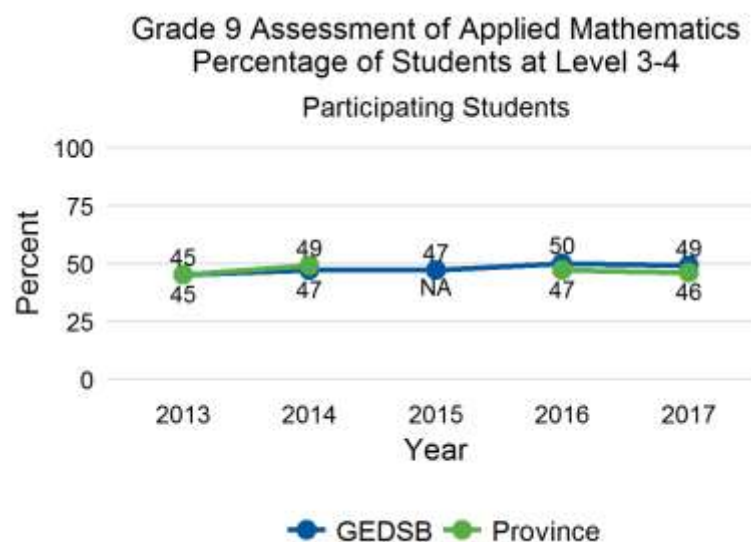
- The OSSLT results have decreased by 2% (70% to 68%) for fully participating First-Time Eligible writers
- Fully participating First-Time Eligible writers in Applied English achieving the Literacy Graduation Requirement on the OSSLT have decreased over the last three years, which parallels the provincial results decrease over the last three years
- In the Academic English pathway, Grand Erie student results (90%) are within two percent of the provincial average (92%)
- The Literacy Support Plan provided in-year data for teachers of students in the Applied and Locally Developed pathways. School teams examined and addressed the most urgent learning needs of students through moderated marking as related to the literacy competencies evaluated on the OSSLT. These competencies are found on the OSSLT and in Grade 9 and 10 Curriculum; this data informs instruction and focuses on remediation.
- Note: the four secondary schools involved in the Closing the Gap in Literacy initiative all increased their success rates for students taking Grade 10 Applied English

Numeracy - How did we do?

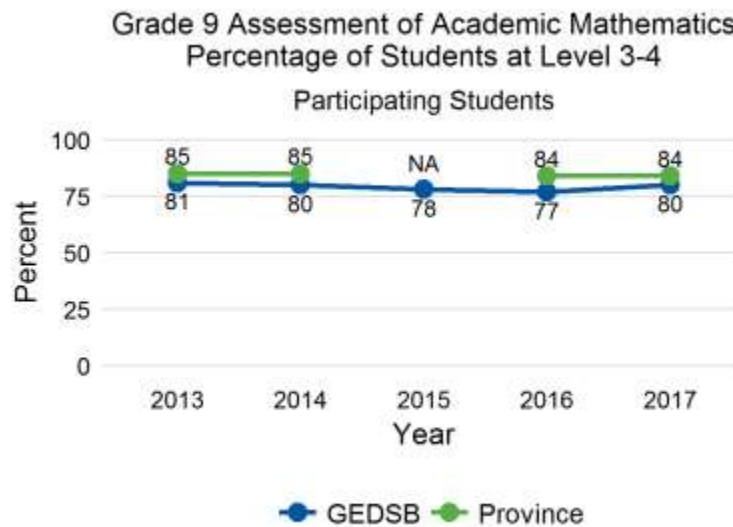
Percentage of students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for fully participating students in the Applied Grade 9 math and fully participating students in the Academic Grade 9 math

2017 EQAO Data

- 49% of fully participating students in Applied Grade 9 mathematics achieved the provincial standard



- 80% of fully participating students in Academic Grade 9 mathematics achieved the provincial standard



Observations:

- The results for students in Grade 9 Applied mathematics have decreased by 1%, yet are still above the provincial results by 3%
- The results for students in Grade 9 Academic mathematics have increased 3%, yet are still below the provincial results by 4%
- Five-year trend data for fully participating students within the Academic pathway demonstrates a range which fluctuates by 4% over time
- Five-year trend data for fully participating students within the Applied pathway demonstrates a 4% upward trend over time
- As part of the Renewed Math Strategy and Cross Panel Resource for Math, in-services will continue to be provided for teachers of Grade 9 Applied mathematics and their Grade 7 and Grade 8 counterparts, including Six Nations and New Credit schools
- Four system professional development sessions are scheduled for secondary schools through the Renewed Math Strategy. This is further supported by the Student Success Team through school-based learning team visits.

Percentage of students achieving Level 3 or 4 in Number Sense and Numeration and Patterning and Algebra strands in Grade 7 and 8 on report card

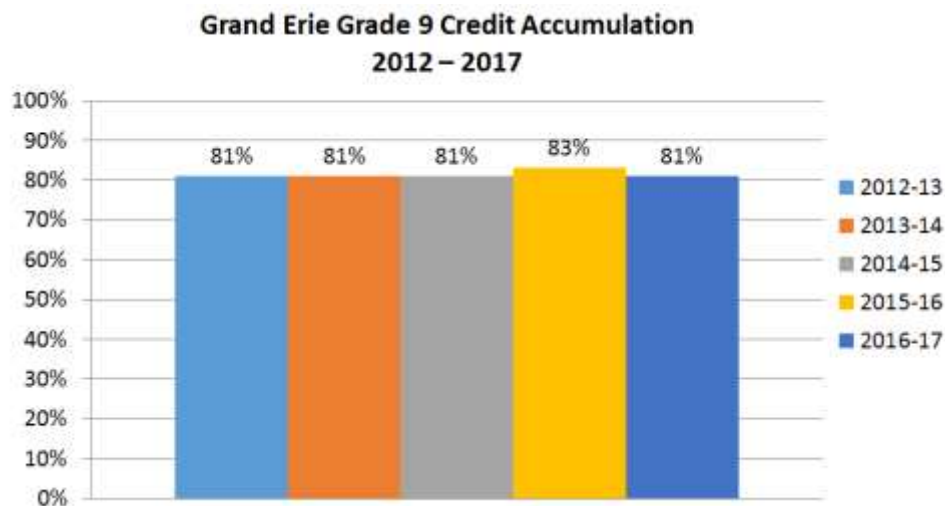
- Grade 7:
 - 68% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
 - 69% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand
- Grade 8:
 - 67% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
 - 69% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

Observations:

- The Grade 7 results have increased by 2% in Number Sense and Numeration and 1% in Patterning and Algebra
- The Grade 8 results have decreased by 1% in Number Sense and Numeration and increased by 2% in Patterning and Algebra
- Four-year trend data demonstrates a 3% increase for Grade 7 students achieving Level 3 or 4 in Number Sense and Numeration on their report cards
- Four-year trend data demonstrates a 2% increase for Grade 7 students achieving Level 3 or 4 in Patterning and Algebra on their report cards
- Four-year trend data demonstrates a 3% increase for Grade 8 students achieving Level 3 or 4 in Number Sense and Numeration on their report cards
- Four-year trend data demonstrates a 2% increase for Grade 8 students achieving Level 3 or 4 in Patterning and Algebra on their report cards
- Two Cross-Panel collaboration sessions are scheduled for secondary and elementary schools receiving intensive support through the Renewed Math Strategy

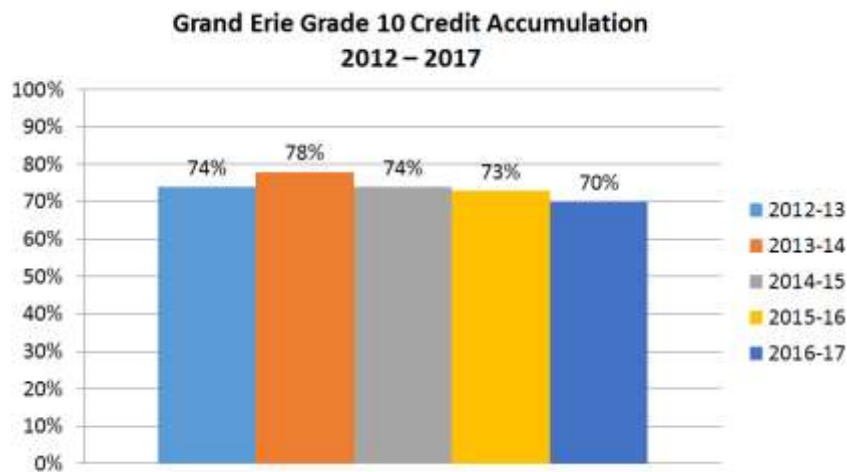
Credit Accumulation – How did we do?**Percentage of students achieving 8/8 credits by the end of Grade 9**

- 81% of students accumulated 8/8 credits in Grade 9
-



Percentage of students achieving 16/16 credits by the end of Grade 10

- 70% of students accumulated 16/16 credits in Grade 10



Observations

- Grade 9 students achieving 8/8 credits has decreased 2%
- Grade 10 students achieving 16/16 credits has decreased 3%
- Five-year trend data demonstrates consistency for 8/8 credit accumulation
- Five-year trend data demonstrates a decrease for 16/16 credit accumulation

Next Steps

Elementary

1. As part of the Renewed Math Strategy, all school achievement plans will continue to focus on the most urgent student and educator learning need in mathematics.
2. Focused, differentiated and tiered professional, collaborative learning will continue for educators to build capacity.

Secondary

1. Secondary Schools were provided with their school-based data in order to facilitate the whole school collaboration and creation of the School Improvement Plan. The School Improvement Plans clearly align a streamlined focus with the Multi-Year Plan goals.
2. The implementation of the Intermediate Transition Plan will provide proactive and preventative supports for students as they transition from Grade 8 to 9, setting them up for success as they enter secondary school.
3. Through the review of the Alternative Education Program, it is anticipated that Grand Erie will provide earlier intervention, supports and options for students who are not meeting with academic success.

Respectfully submitted,

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **2017-18 Grand Erie Student Achievement Plan: Success for Every Student**

DATE: October 30, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2017-18 Grand Erie Student Achievement Plan as information.</p>
--

Background

The Grand Erie Student Achievement Plan Leadership Committee met several times in September and October to examine the data and to discuss next steps in the development and evolution of the 2017-18 plan. Senior Administration then took the plan to central teams for input. We continue to align the focus of the plan with our Multi-Year Plan goals and Renewed Math Strategy goals.

Additional Information

The single page plan references the Achievement section of the Multi-Year Plan and is truly reflective of our K-12 journey. The plan communicates the story of our focus to all stakeholders, making links between what we do and how we do it, to impact achievement. The plan also demonstrates the cyclical nature of school improvement; and, aligns with the Board's professional learning collaborative initiatives.

The Grand Erie Student Achievement Plan is considered a living document and changes can be made throughout the school year based on identifying, reflecting and responding to system needs to ensure a focused, intentional improvement plan.

The Grand Erie Student Achievement Committee will continue to meet throughout the 2017-18 school year to monitor, measure and reflect on our progress, and to collaborate as needed with our educational partners from the Student Achievement Division.

Next Steps

1. The plan will be communicated with the Ministry of Education Student Achievement Division.
2. During the Director's meeting in November, the plan will be shared with Administrators.
3. Trustees will be updated on the Grand Erie Student Achievement Plan during the mid-year update.

Respectfully submitted,

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



Grand Erie's Achievement Plan: Success for Every Student 2017-2018

Where Are We Now?

SUCCESS for Every Student

Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will focus on Quantity Relationships and Algebraic Reasoning, so students can capably think, reason, represent, and apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful in cross curricular areas, and in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to provide differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educators with their individual learning gaps.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs continue to be in reading and writing. With a continued focus on differentiated assessment and instruction, individual student learning gaps will be identified and addressed. This focus enables students to develop key reading and writing skills necessary to be successful in working towards the completion of the literacy credential required for graduation.

How Did We Do?

Elementary

Percentage of students achieving level 3 or 4 in reading, writing and oral language on report cards.
Percentage of students achieving level 3 or 4 in mathematics on report cards.
Percentage of students achieving level 3 or 4 in language and mathematics on the Primary and Junior EQAO Assessments.

Student Success (7-12)

Percentage of Grade 7 & 8 students achieving level 3 or 4 in mathematics on report cards.
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.
Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied Grade 9 mathematics and participating students in the Academic Grade 9 mathematics.
Percentage of students achieving 8/8 credits by the end of Grade 9.
Percentage of students achieving 16/16 credits by the end of Grade 10.

Special Education

Percentage of students in Grade 10 identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.
Percentage of students with special education needs (excluding Gifted) enrolled in Grade 9 achieving 8/8 and percentage of Grade 10 students achieving 16/16.
Other: FNMI; ELL; HIP Schools.

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.
1.1 — Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

How Will We Get There?

Professional, Collaborative Learning Initiatives – Superintendents and Central Teams will support/guide Principals and their teams through learning about and implementation of effective instruction; ongoing assessment and reflection on student responses to instruction and feedback.

Principal and school professional learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

Individual student needs: In maintaining and striving for high expectations in achievement for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

How Will We Know?

The focus is on the Renewed Math Strategy. All of the following practices are expected to be evident for school based literacy work.

Educators implement effective instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal. Delivery and implementation of professional learning is responsive and grounded in evidence based practice and research that focusses on continuous improvement of teaching and learning.

Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

How Are We Doing?

Evidence of progress of implementation of Professional Learning is monitored and measured as adapted from Guskey's 5 Levels of Professional Learning.

System

- Family of Schools Superintendent Learning Observations; Conversations.

Schools

- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School Self-assessment, feedback, and reflections inform practice.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding their own professional learning and growth.

Classroom

- Student evidence in a variety of forms (work samples, conversations, attitudes).
- Student voice regarding improved confidence and competence as a result of engagement with their most urgent learning need.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – September 2017**
DATE: October 30, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of
September 2017 in the amount of \$13,281,662.23 as information.

Rationale/Background:

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

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



MINUTES

- A-1 Call to Order R. Collver
- (a) Welcome and Introductions
- Vice-Chair Collver welcomed everyone and invited members and guests to introduce themselves.
 - Members were reminded of the new meeting dates and times.
- (b) Land Acknowledgement Statement Reading C.A. Sloat
- (c) Roll Call P. Curran
- Present: P. Bagchee, L. Boudreault, L. Boswell, B. Caers, C. Clattenburg, R. Collver (V-C), P. Curran (RS), L. DeJong, M. Falkiner, K. Mertins, L. Scott, C.A. Sloat, S. Sloat, K. Smith, L. Thompson, D. Werden, J. White, R. Winter.
- Absent: M. Carpenter, C. Hofbauer, C. McGregor, K. O'Donnell (C), R. Smith, M. Macdonald.
- Guests: T. Krukowski.
- Vice-Chair Collver notified members of K. Anderson's resignation and noted his contributions to SEAC during his membership.
- B-1 Agenda Additions R. Collver
- i. Add F-1 (d) Elgin Special Class Relocation Discussion L. Thompson
- MOVED: C. A. Sloat
SECOND: R. Winter
- "THAT the agenda of SEAC 17-01 for September 14, 2017 be approved as amended."
- CARRIED
- C-1 Information Items R. Collver
- (a) Timed Items
- i. Standard 15 – Accessibility of School Buildings K. Mertins/T. Krukowski
- Facility Services recently completed an updated accessibility audit in all Grand Erie buildings. This information is used for planning.
 - The revised Standard indicates proposed changes.
 - Vice-Chair Collver thanked Ms. Mertins and Mr. Krukowski.



- ii. Multi-Year Accessibility Plan – Annual Update November 2017 K. Mertins
- This document is contained in the board's Multi-Year Plan; proposed revisions are highlighted.
 - Many accessibility improvements achieved in the last 5 years were guided by regulations with compliance deadlines. Identification of different types of barriers (e.g., physical, intellectual, attitudinal), inform accessibility improvements on an on-going basis.
 - Staff and volunteers continue to receive accessibility awareness training. <https://accessontario.com/services/aoda-training/>

D-1 Business Arising from Minutes and/or Previous Meetings
(a) Ratification of Minutes June 1, 2017 SEAC Meeting

R. Collver

MOVED: L. Boswell
SECOND: L. DeJong

"THAT the minutes of SEAC 16-09, held June 1, 2017 be approved as distributed."

CARRIED

E-1 New Business

R. Collver
L. Thompson

- (a) 2017-18 Special Education Plan Consultation Process
- The revised method of requesting public consultation online was more than twice as effective as the previous public meetings.
 - Future consultation will be kept open longer, promoted regularly and reported from data gathered.
 - Superintendent Thompson will review the questions for possible revision and ensure the new Communication Manager is involved.
 - The SEAC GEPIC (Grand Erie Parent Involvement Committee) representative will be asked to spearhead promotion at GEPIC meetings.

(b) Agenda Input

R. Collver

- Please submit items for discussion or requests for information to Recording Secretary P. Curran, Chair O'Donnell or Superintendent Thompson.

F-1 Other Business

R. Collver
L. Boudreault

- (a) Consultation on the Alternative Curriculum Framework
- Ms. Boudreault explained that a small percentage of students in special education use alternative special curricula.
 - Guidelines for the curricula are being developed by the Ministry of Education with input from education staff across Ontario including staff from Grand Erie.
 - It is anticipated that it will be at least another 12-18 months before the Alternative Framework is released.



- (b) GEPIC Representative from SEAC R. Collver
- S. Slood agreed to continue in this role.
- (c) Grade 3 C-CAT (Canadian Cognitive Abilities Test) Data 2016-17 J. White
- Ms. White explained C-CAT tests children on verbal, quantitative and non-verbal batteries producing a composite score which can help inform decisions about programming and placement.
 - Parents and students receive a copy of their scoring.
 - At members' request, Ms. White will investigate whether the age of the child impacts scoring, whether verbal scores indicate a risk for verbal fluency, and if C-CAT is the best test for determining enriched or gifted invitations.
- (d) Elgin Special Class Relocation Discussion L. Thompson
- Starting September 2018 Elgin PS will undergo renovations to accommodate West Lynn PS.
 - Elgin PS students, including three special classes plus a Snoezelen Room, and the enrichment program, will be relocated.
 - Parameters to consider: a) actual home location (for bussing), b) capacity of other schools to accommodate additional students, c) accessibility requirements of students, d) viability and appropriateness of elementary or secondary settings, e) alternate program delivery model.
 - Members provided the following input:
 - prefer all Elgin students stay together if possible - accommodate all the classrooms in the same site
 - priority is that the students from self-contained can integrate in grade appropriate classrooms
 - It was further discussed that only a maximum number of students can be accommodated at Lynndale
 - Vice-Chair Collver will take the suggestions to the Board of Trustees and report back to the SEAC.
- G-1 Standing Items R. Collver
- (a) Special Education News
- i. Mental Health Moment
- PATHS (Promoting Alternative Thinking Strategies) P. Bagchee
- In October, the Child and Youth Workers (CYW) will begin delivering a Social-Emotional Learning Curriculum called PATHS (Promoting Alternate Thinking Strategies).
 - Evidence based Social Emotional programs have been found to decrease emotional distress in students; while, improving classroom behaviours and academic achievement.
 - The PATHS program teaches competencies in the areas of self awareness, self-regulation, social awareness, responsible decision making and social relationships.



- For an entire school year, a CYW will deliver the PATHS program supported by the classroom teacher.
 - PATHS will be delivered in 11 Grade 1 classrooms who will provide data to measure effectiveness. This year, the participating schools are Agnes Hodge, Prince Charles, Grandview, Jarvis, Bellview, Central, Cobblestone, Lakewood, Teeterville, Thompson Creek and Princess Elizabeth.
 - Vice-chair Collver thanked staff for the research that went into choosing this program.
- ii. Spotlight on Special Education – Update J. White / K. Mertins
- Future editions will be referred to as “SOSE” and may include information on differentiation with most focus on tiered intervention.
 - The next edition will be presented in October.
- (b) Policy/Procedures
- i. HR107 – Maintaining Employee Safety L. Thompson
While Working with Identified Exceptional Students
- Comments are due December 1st and are submitted to lisa.howells@granderie.ca.
 - All policies / procedures scheduled for review can be found at: <http://www.granderie.ca/board/about/bylaws-policies-procedures-protocols>
- (c) Updates – Special Needs Strategy K. Mertins
- i. IRS Integrated Rehabilitation Services (IRS)
- Community Care Access Centres are now part of Local Health Integration Networks (LHIN)
 - Local steering committees were directed to cease continued development of proposals. A Provincial Work Group will be formed to advise the government on next steps.
- ii. Coordinating Service Planning (CSP) L. Thompson
- Respective planning tables are meeting and continuing to develop their procedures.
- H-1 Correspondence R. Collver
- (a) None.
- I-1 Information Items R. Collver
- (a) Special Education in Ontario Schools L. Thompson
- Superintendent Thompson explained the document will remain as draft as it is a dynamic/working version.
 - It will be shared with schools and posted to the Board’s special education website section.
 - http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf



H-1-b
Special Education Advisory Committee SEAC 17-01
Education Centre – Board Room
September 14, 2017 6:00 p.m.

- (b) Individual Education Plan (IEP) Reporting Dates J. White
- New reporting dates will give teachers more time to develop the IEP without the previous conflicts with progress reporting periods.
 - Elementary schools IEP's will require reviewing with the two report cards issued in Jan/Feb and June. IEP's are not required to be reviewed with the fall progress report.
- (c) IEP (Individual Education Program) Audit Report J. White
- Ms. White explained 138 selected parents were invited to survey the IEP process and provide the board with a baseline.
 - She explained the new Ministry document includes a section on parent / student engagement.
- (d) LDAO SEAC Circular – September 2017 R. Collver
- Was distributed for member information and reflection.
- (e) Community Updates K. Mertins
- i. LDAO Conference 2017
- Ms. Mertins reported this session demonstrated the successful partnership between the Ministry and the Learning Disabilities Association of Ontario.
 - <https://www.ldatschool.ca/> provides free professional development for parents, educators including a summer institute.
- J-1 Next Meeting R. Collver
October 19, 2017 | Grand Erie DSB – Board Room | 6:00 p.m.
- K-1 Adjournment R. Collver

MOVED: S. Slood
SECOND: R. Winter

“THAT the Grand Erie DSB Special Education Advisory Committee meeting be adjourned at 7:58 p.m.”

CARRIED



Joint Occupational Health and Safety Committee

September 21, 2017

Education Centre- Board Room

Approved by Co-Chairs

MINUTES

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (<i>Chair</i>)
Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)
Griffin Cobb	Secondary School Administration (Certified Member)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Co-Chair</i>)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Wendy Ferrell	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member)
Laura Mels	Non-Union (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)

Resources:

Vacant	Health and Safety Officer
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Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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The Co-Chairs were elected by the committee for the school year. George Wittet will represent the workers, Rebecca Jago will represent management.

The committee welcomed Wendy Ferrell, CUPE Facility Services representative.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

September 21, 2017

Education Centre- Board Room

Approved by Co-Chairs

2.0 Minutes of Last Meeting

The draft minutes for June 15th, 2017 were reviewed.

3.0 Approval of Last Meeting Minutes (June 15th, 2017)

The minutes were approved.

4.0 Agenda Additions

6.7 Roof Drains

6.8 Thompson Creek Elementary School- Door in Stairwell Area

6.9 Oneida Central Public School- Removal of Cupboard

6.10 Lockdown Codes

5.0 Unfinished Business – Discussion

None

New Indoor Air Quality Reports

None

6.0 New Business

6.1 Guest Speakers- Behaviour Counsellors

The committee welcome the Principal Leader of Special Education and two Behaviour Counsellor to speak to the committee. Topics included the difference between a behaviour and safety plan, writing safety plans, the science of human behaviour and risk assessment. A question and answer period was also held. This item can be removed from the next agenda.

6.2 Ministry of Labour- Field Visit- Greenbrier Public School- June 2017

The committee received the report from the Ministry of Labour meeting that was held as a follow up to the previous visit that occurred in May. The order has been complied with. This item can be removed from the next agenda.

6.3 Ministry of Labour- Field Visit- Boston Public School- August 2017

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

September 21, 2017

Education Centre- Board Room

Approved by Co-Chairs

The Ministry of Labour conducted a field visit to Boston Public School as a follow up to a staff critical injury that occurred in August. No orders were issued. This item can be removed from the next agenda.

6.4 Review of Policy HR4- Health and Safety

The committee was provided with a copy of the policy. This item will be tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

6.5 Review of Policy HR5- Harassment

The committee was provided with a copy of the policy. This item will be tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

6.6 Review of Policy HR 8- Workplace Violence

The committee was provided with a copy of the policy. This item will be tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

6.7 Roof Drains

A committee member brought forward a concern about the inspection of roof drains and that staff have not been given training on how to complete these. The Division Manager of Maintenance and Energy explained to the committee when inspections are done, and who does them. The Division Manager of Operations and Health and Safety will follow up with Supervisors to remind custodial staff on the process of completing these visual inspections. This item can be removed from the next agenda.

6.8 Thompson Creek- Door in Stairwell Area

A committee member brought forward a concern regarding the recent renovations at Thompson Creek Elementary School. In the new addition area there is a door that opens from the hallway inwards towards the staircase that goes up to the next level. The concern is that someone

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

September 21, 2017

Education Centre- Board Room

Approved by Co-Chairs

coming down the stairs could run into the door when it is opened. Management will look into this door and provide an update to the committee. This item will remain on the next agenda.

6.9 Oneida Central Public School- Removal of Cupboard

A committee member brought forward a concern regarding the removal of a cupboard at the school by non facility staff or authorized contractor. The Division Manager of Operations and Health and Safety will look into this concern. This item will remain on the next agenda.

6.10 Lockdown Procedure Codes

A concern was raised by a committee member regarding some locations not following Policy SO5 regarding a lockdown, and the use of proper lockdown terminology and that this could cause confusion with casual or occasional staff or others not familiar with the building. The Division Manager of Operations and Health and Safety will bring this concern forward the Superintendent of Business and appropriate Superintendent. This item will remain on the next agenda.

7.0 Information Items

7.1 Bulk Sample Analysis Report- Caledonia Centennial Public School- eBase 002- Project # 16453

Samples of 12" floor tiles and associated mastic was collected for the determinations of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.2 Asbestos Abatement Site Report- Caledonia Centennial Public School- eBase #014- Project # 16509

A visual clearance inspection was conducted due to asbestos-containing parging cement applied to pipe fittings. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.3 Asbestos Abatement Site Report #1 & Report # 2- Cayuga Secondary School- eBase 2081, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099) - Project #16381

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

September 21, 2017

Education Centre- Board Room

Approved by Co-Chairs

A pre-contamination inspection was completed to verify that the site isolation and required engineering controls were in place prior to the beginning of work within the work area.

A visual clearance and PCM air monitoring was completed in the Phase 1 work area. No asbestos-containing debris or residue was observed. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.4 Asbestos Abatement Site Report #3 - Cayuga Secondary School- eBase #2083, 2084, 2085- Report #3 and Report #4- Project #16381

A pre-contamination inspection was conducted to verify that the site isolations and required engineering controls were in place prior to the beginning of work within the work area.

A visual clearance and PCM air monitoring in the Phase 2 Work Area. No asbestos-containing debris or residue was observed. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.5 Bulk Sample PLM Analysis Report- École Dufferin- eBase 205- Project #16582

Samples of building materials was collected from the second-floor corridor for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.6 Lead Remediation- Graham Bell- Victoria PS- eBase #010- Project # 16363

A visual clearance inspection was conducted after the identification and cleanup of lead based paint. The Work Area achieved an acceptable level of cleanliness. A Type 2A asbestos abatement was conducted. This item can be removed from the next agenda.

7.7 Limited Designated Substances Survey- Grandview Public School- eBase #005- Project #16589

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed. This item can be removed from the next agenda.

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7.8 Asbestos Abatement Site Report #1- Hagersville Secondary School- eBase #1076, 2014, 3014- Project #16098-01

A pre-contamination inspection was conducted in to verify that the site isolations and required engineering controls were in place prior to the beginning of work within the work area. A Type 3 asbestos abatement was conducted. This item can be removed from the next agenda.

7.9 Asbestos Abatement Site Report #2- Hagersville Secondary School- eBase #1076, 2014- Project #16098-01

A visual clearance and air monitoring was completed to verify cleanliness of non-functioning HVAC coils present within the ducting. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.10 Asbestos Abatement Site Report #3- Hagersville Secondary School- eBase #3014- Project #16098-01

A visual clearance and air monitoring was completed to verify cleanliness after a Type 3 asbestos abatement procedure. This item can be removed from the next agenda.

7.11 Bulk Sample Report- King George Public School- eBase #208- Project #16545

Samples of flooring underlayment were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.12 Asbestos Abatement- Lakewood Elementary School- eBase #1098, 1104, 1105, 1106, 1107, 1108, 1109, 1113- Project #16479

A visual clearance was conducted to verify cleanliness following the removal of asbestos containing vinyl floor tiles. A Type 1 asbestos abatement was conducted. This item can be removed from the next agenda.

7.13 Bulk Sample Report- Langton Public School- eBase #47- Project #16564

Samples of plaster and drywall material were collected for the determination

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of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.14 Bulk Sample Analysis Report- Major Ballachey Public School- eBase 05- Project #16452

Samples of paint were collected for the determination of lead content. The samples were found to have a very low level of lead. This item can be removed from the next agenda.

7.15 Bulk Sample Analysis Report- Major Ballachey Public School- eBase # 015, 225B, & 05- Project #16438

Samples of plaster and drywall material were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.16 Asbestos Abatement- Major Ballachey Public School- eBase #005, 015- Project #16474

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing pipe insulation and parging cement fittings. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.17 Asbestos Abatement Site Report #1 and Report #2- North Park Collegiate and Vocational School- eBase #1177- Project #16475

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing parging cement fittings. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.18 Asbestos Abatement Site Report #3- North Park Collegiate and Vocational School- eBase #1153, 1163, 1164, 1166, 1167, 1182, 1183, 1184, 1186- Project #16475

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing parging cement. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

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7.19 Asbestos Abatement Site Report #4- North Park Collegiate and Vocational School- eBase #1003, 1172, 1179- Project #16475

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing building material. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.20 Asbestos Abatement Site Report #5- North Park Collegiate and Vocational School- eBase #1001- Project #16475

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing parking cement. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.21 Asbestos Abatement Site Report #6 and Report #7- North Park Collegiate and Vocational School- eBase #1154- Project #16475

A pre-contamination inspection of the Type 3 work area was conducted to verify the proper engineering controls were in place. The project involved the removal of asbestos- containing parking cement. This item can be removed from the next agenda.

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing parking cement. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.22 Asbestos Abatement Site Report #1- North Park Collegiate and Vocational School- eBase #2016, 2055, 2059- Project # 16382

A visual clearance was completed to verify cleanliness after the removal of asbestos-containing 2' X 4' acoustical ceiling tiles from several locations on the second level of the school. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.23 Asbestos Abatement Site Report #2- North Park Collegiate and Vocational School- Library Work Area- Project #16382

A visual clearance and air monitoring was completed to verify cleanliness

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after the removal of asbestos-containing 2' X 4' acoustical ceiling tiles and paring cement. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.24 Asbestos Abatement Site Report #3- North Park Collegiate and Vocational School - eBase # 2038, 2041, 2042, 2044, 2062, 2063- Project # 16382

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing 2' X 4' acoustical ceiling tiles. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.25 Bulk Sample Report- North Park Collegiate and Vocational School – eBase #1146- Project #16418

Samples of plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.26 Bulk Sample Analysis Report-North Park Collegiate and Vocational School eBase #103- Project #16451

Samples of plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.27 Asbestos Abatement- Onondaga Brant- eBase #10, 11- Project #16383

A visual clearance and air monitoring was completed to verify cleanliness after the removal of asbestos-containing paring cement fittings. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.29 Bulk Sample Report- Pauline Johnson Collegiate & Vocational School- Wall- Project #16516

Samples of blonde vermiculite were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.30 Asbestos Abatement Site Report- Pauline Johnson Collegiate & Vocational

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School- eBase # 1002, 1109, 1155- Project #16551

A visual clearance was completed to verify cleanliness after the removal of asbestos-containing pipe insulation and paring cement. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.31 Bulk Sample Report- Pauline Johnson Collegiate & Vocational School- eBase #11410, 1154, 1153, 1030- Project #16549

Samples of wall plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.32 Asbestos Abatement Site Report- Pauline Johnson Collegiate & Vocational School- eBase #1140- Project #16540

A visual clearance was completed to verify cleanliness after the removal of asbestos-containing vinyl floor tile and a portion of suspect associated floor tile mastic. A Type 1 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.33 Bulk Sample Analysis Report- Pauline Johnson Collegiate and Vocational School- eBase #2030- Project #16420

Samples of wall plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.34 Bulk Sample Analysis Report- Pauline Johnson Collegiate and Vocational School- eBase #1066- Project #16430

Samples of plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

7.35 Asbestos Abatement Site Report- Princess Elizabeth Public School- eBase #05, 60- Project # 16511

A visual clearance was completed to verify cleanliness after the removal of asbestos-containing vinyl floor tile and a portion of suspect associated floor

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tile mastic. A Type 1 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.36 Asbestos Abatement Site Report- Thompson Creek Elementary School- eBase #208, 119- Project #16529

A visual clearance and air monitoring was completed to verify cleanliness after the cleanup of vermiculite debris. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.37 Asbestos Abatement Site Report #1, #2, #3, #4- Thompson Creek Elementary School- Exterior Work Area (West Side, Level 3&4, Ground Level) - Project #165414

A pre-contamination inspection was completed to verify that the site isolation and required engineering controls were in place prior to the beginning of work within the work area. The work areas included the exterior west side of the building, exterior level 3 and 4, and exterior ground level. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.38 Asbestos Abatement Site Report #1- Thompson Creek Elementary School- eBase #205- Project # 16384

A visual clearance was completed to verify cleanliness after the removal of asbestos-containing vinyl floor tile. A Type 1 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.39 Asbestos Abatement Site Report #2- Thompson Creek Elementary School- eBase #115- Project # 16384

A PCM air monitoring and a visual clearance was completed to verify cleanliness after the removal of asbestos-containing 2' X 4" ceiling tiles and parging cement fittings. Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.40 Asbestos Abatement- Thompson Creek Elementary School- eBase #121- Project #16394

A visual clearance was completed to verify cleanliness after the removal of section of asbestos-containing masonry block wall and vermiculite

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insulation. A Type 3 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.41 Asbestos Abatement Report- Thompson Creek Elementary School- eBase #118-Project 16569

A visual clearance and air monitoring was completed to verify cleanliness after the cleanup of vermiculite debris and removal of masonry block. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.42 Asbestos Abatement Site Report- Waterford District High School- eBase #2032- Project # 16510

A visual clearance was completed to verify cleanliness after the removal of section of asbestos-containing vinyl floor tiles. A Type 1 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.43 Limited Designated Substance Survey- Waterford District High School- eBase #2028, 2032, 2031, 2029, & 2030- Project #16412

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed. This item can be removed from the next agenda.

7.44 Asbestos Abatement- Waterford District High School- eBase # 1112- Project # 16488

A visual clearance was completed to verify cleanliness after the removal of section of asbestos-containing drywall and drywall joint compound. A Type 2 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.45 Bulk Sample Analysis Report- Waterford District High School- eBase #1113- Project # 16526

Samples of wall plaster were collected for the determination of asbestos content. The samples were found not to be asbestos containing. This item can be removed from the next agenda.

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7.46 Information Item: Safety Alert- Disposing of Needles Safely

The committee was provided with a copy of the document that was sent out to all schools in regards to safely disposing of needles. This item can be removed from the next agenda.

7.47 Joint Occupational Health and Safety Committee Directory

This was provided to the committee as an information item.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – June, July, and August 2017 Workplace Safety and Insurance Board Reportable – June, July and August 2017 Student Aggression Summary Table for June 2017

All reports were reviewed as distributed.

8.2 Status of Workplace Inspections including Non-Academic sites – June, July and August 2017

Reports were made available to the committee for review.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The next meeting is scheduled for October 17, 2017.

8.4 Critical Injuries

There have been 3 student critical injuries and 1 employee critical injuries for the 2017-18 school year to date.

8.5 Focus Group

The next meeting is scheduled for October 26, 2017.

8.6 Review of On-going Project Items

See chart.

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8.7 Work Orders

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

9.0 Health and Safety Training

Health and Safety Training dates for 2017-18 school year:

First Aid:

- Emergency First Aid - September 15, 2017
- Standard First Aid- November 15-16, 2017
- Emergency First Aid- April 13, 2018
- Emergency First Aid- May 10, 2018

Health and Safety Training:

- Recertification- October 20, 2017
- Basic Certification- November 8-10, 2017
- Hazard Specific- November 30-December 1, 2017
- Basic Certification (Facility Services)- March 12-14, 2018
- Hazard Specific (Facility Services)- March 15-16, 2018
- Recertification (Facility Services)- April 13, 2018
- Recertification (Joint Occupational Health and Safety Committee)- March 23, 2018

10.0 Recommendations to Executive Council

None

11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 2:20 pm.

The next JOHSC meeting will be held on October 26, 2017 –Facility Services – Meeting Room.

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As of September 2017

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2013	Annual Workplace Violence Survey	2017 –June	Results were reviewed by the committee. The annual survey will be sent out again in 2018.	
April 2017	Terms of Reference Review	2017- May	The Terms of Reference Review document has been submitted to the Ministry of Labour. Awaiting response from the Ministry.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2018- May - Update to be provided to Committee	

Policy/Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2017	Feedback to be provided at December meeting.
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2017	Feedback to be provided at December meeting.
HR5 – Harassment		Board approved September 2015	October 2019	September 2017	Feedback to be provided at December meeting.

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

X
XX
X*

Monthly inspection was completed
Annual JOHSC inspection completed
Monthly inspection was not completed
Two inspections completed due to a missed inspection

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

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

<u>Storage Facilities - Done by school staff as portion of school in monthly inspect. & Inspected twice a year by JOHSC</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X									
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X									
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X									



Native Advisory Committee
Sept. 12, 2017 – 9:00 to 12:00 am
McKinnon Park Secondary School

MINUTES

Present: Brenda Blancher, Stacy Hill, Jeannie Martin, Karen Sandy, Audrey Powless Bomberry, Sharon Williams, Sabrina Sawyer, Melissa Turner, Dave Lloyd, Dave Thomas, Alex Felsky, Kimberly Newhouse, Michelle Moniz, Ann Noyes, Sherri Vansickle

Recording Secretary: Sharon Doolittle

1.0 Introductions/Welcome

Members of the committee introduced themselves.

The Ohen:ton Karihwatehkwen (Haudenosaunee Thanksgiving Address) was recited by a student.

A concern was shared of how one of the members was treated at the last meeting. Sharon W. responded that the purpose of giving the Haudenosaunee Thanksgiving Address was to bring our minds together using a good mind and good words because it is not about us but about the kids.

2.0 Approval of Agenda

Karen Sandy

Agenda approved as circulated.

3.0 Approval of Minutes – June 6, 2017

Karen Sandy

Minutes accepted

4.0 Business arising from Minutes

4.1 Six Nations Confederacy Council Rep

Stacy Hill

- Stacy will follow up with Confederacy Council regarding the appointment of a representative.

4.2 New Resource Members

Stacy Hill

New Members were welcomed.

David Lloyd the principal of Sprucedale explained his job as liaison role at Ganhohkwasra, Woodview and St. Leonards' supervising the programs.

Ann Noyes – Principal of J. C. Hill School

Michelle Moniz, Ohahi:yo Teacher, was also present. Ohahi:yo is attached to Sprucedale and is a partnership with the Ministry of Children and Youth Services. The program provides academic and social support for FNMI students who are connected to the Justice system. Currently referrals must come from Youth Probation Workers however there are discussions about expanding this. The program capacity is 12 active students.

4.3 Tuition Agreement

B. Blancher

Final revisions are being made to the tuition agreement. Karen S. and Audrey Powless B. have been working on some final revision recommendations to present to the Tuition Agreement team. Revisions to date include additional supports that are being provided for special education supports.

4.4 E-Learning/Alternative Ed Programs

J. Martin

The Haldimand Secondary Family of Schools Superintendent of Education, D. Martins met with Shaun McMahn, J. Martin and teachers. It was agreed that other options rather than E-Learning would be made available for Six Nations alternative education programs such as blended learning. J. Martin is working with the teachers to help with the timetables. B. Blancher thanked J. Martin for bringing this forward.

4.5 Strengthening the NAC

Stacy Hill

- The committee will work to develop a strategic plan for NAC and a handbook explaining the purpose of the NAC committee which will be distributed to principals.

Information Items

5.0 2017-18 Transition Plan

Stacy Hill

Stacy provided everyone with a 2017 Cohort Transition Plan.

- Suggestions were made regarding High School Pathway Planning Information Night (Current Gr. 8's)
 - Advertise this as a presentation and that there is a start time – 5:00 p.m.
 - That special education teachers from the respective schools be present to share information and connect with parents and staff
 - This will be the last year this is done in the fall for Gr. 8
 - The information night will be in the spring for Gr. 7 students and families. Stacy H. suggested New Credit Community Hall and alternating the meetings next time with Six Nations Community Hall
- Cross Panel meetings – May 2017 – is a chance for teachers to connect.
- “What to Expect in High School” Workshops in June
 - Suggestions for review were discussed of what is expected re: National Anthem, student fears and anxiety and time management
 - To involve grade 11 & 12 peers to act as ambassadors/student leaders
- It was said that G.R.E.A.T. gave a workshop on this with J. C. Hill students which committee members were not aware of. Stacy will check on this and discuss at the Native Education Services meeting.

6.0 Graduation Coach/Post-Secondary Navigator

S. Sawyer

- Ministry funding has been received for a Graduation Coach/Post-Secondary Navigator. J. Martin said the focus is to reach out and to re-engage students, and to support post-secondary pathway planning.
- Others goals art to help the students with applications for funding and make them aware of all options available such as trades and apprenticeships.

- To provide information on resources and to connect them with the people needed.
- Support and help Native Education counsellors
- Co-ordinate the different activities for the schools

A. Powless Bomberly suggested the Graduation Coach/Post-Secondary Navigator connect with Six Nations Post Secondary regarding the application for funding process as a lot of students struggle with completing the applications.

S. Williams suggested a check list to help them through the process and that the first generations going to Post Secondary is intimidating and the coach would be able to help in supporting the students.

7.0 Indigenous Student Leadership

J. Martin

Suggestions made were:

- To help students get Native Clubs going well and becoming vibrant, plan to hold an event on how to build a leadership club
- To be held Oct. 12, 2017 at the community hall which will include team building and leadership skills and an annual plan to provide support
- To take students to a leadership conference
- Something on Aboriginal day to celebrate their success.
- Would encourage schools to promote the different events throughout the year
- Would like to see Aboriginal Day promoted more and recognition within the board
- S. Hill suggested having two people from each school for an Indigenous Student Council and then from there a seat on the Student Senate.

8.0 Honorarium Process

B. Blancher

Honorariums – a handout was given explaining a process for honorariums – what they are and what they are not and the process around giving honorariums.

- A form will be made available on the staff portal under Business Services
- Having the process should make the granting of honorariums more efficient

Discussion Items

9.0 Mohawk Language Classes

Stacy Hill

There may be a posting for an Occasional Teacher for the Mohawk Language sections at BCI and PJ. Contact Stacy if you know of anyone who is qualified and may be interested.

10.0 McKinnon Park Boundary Review

B. Blancher

Brenda Blancher reminded the group that the 2014 Haldimand Secondary ARC decision was not to close any of the Haldimand schools.

- The boundary review that is scheduled for November is around addressing the enrolment pressures at McKinnon Park and reducing the number of portables on the property.
- With the new McClung survey in Caledonia the elementary students will go to Caledonia Centennial until a new school can be built in the new subdivision which is a few years down the road as it is just in the discussion stage; secondary students will go to Cayuga Secondary
- Will be looking at the current attendance boundaries for McKinnon Park
- This boundary review involves Six Nations as students from Six Nations attend McKinnon Park – consultation will take place with the Education Committee at Six Nations prior to a public meeting being held in November
- Discussion took place about boundaries on Six Nations that are currently not in place but were in place prior to amalgamation of the former school boards
- B. Blancher assured everyone that even with boundaries, there are times when students' individual program needs are taken into account re: school choice

J. Martin said that it shows good leadership to do this. There is a lot of movement with the kids that are disengaging. Hopefully all of the communities will come together with a solution.

It was suggested that a communication piece be made with the programs that are available at each school when this is discussed.

Other Business

- S. Hill spoke to the schedule of meetings following progress reports and final reports so perhaps there could be time designated at the meetings to discuss student progress.

Draft



Compensatory Education Committee
Norfolk School Support Centre – Carolinian Room
Thursday September 21, 2017
School Profile 1:00 pm
Business Session 1:30 pm

MINUTES

Chair: Liana Thompson

Recorder: Paula Curran

1. Welcome and Introductions L. Thompson
 - Superintendent Thompson called the meeting to order, welcoming everyone and asking members to introduce themselves.
- 1.1 HIP School Chairs L. Thompson
 - HIP is a new acronym representing Higher Improvement in Performance Schools (formerly Compensatory Education Schools).
 - These schools will receive new support from the HIP Chairs who will report to Director's meetings, lead regular LINC sessions with other HIP administrators and present Professional Development opportunities.
2. Profile: King George School / Brant County Health Unit Partnership..... M. Finocchio
 - Many community partners support both schools he currently works between, i.e., Central Public and King George Public, as they have similar socio economic situations.
 - a) Triple P – Positive Parenting Program – Contact Brant
 - b) “Who Will Watch Our Children” Child Care Services – Central PS Staff
 - c) Eye See Eye Learn JK Vision Screening – Local Optometrists
 - children who meet the criteria are provided free eyeglasses
 - Brant FACS workers will often help parents who lack transportation
 - One optometrist offered to come to school
 - d) Heroes Program – Public Health Nurses and school LRT
 - grade 8 and 9 girls are paired to examine society's expectations for girls and the influence of media.
 - Considering “Girls Innovation Fair” to encourage trades
 - e) Skating and Hockey Equipment - Brantford Police and Canadian Tire
 - students skated weekly and learned to play hockey. Well received.
 - f) Weekend and Holiday Food - Food 4Kids
 - delivered to school; any student can get a supply to take home
 - organization would like to present to this committee
 - Both health units serving Grand Erie are involved in vision screening and the Norfolk Lions Club also provides free eyeglasses.
 - Committee learned one of the eye doctors was required to provide proof of insurance before being permitted to conduct eye exams in a school. Superintendent Thompson will follow up with the school to support any next steps required.
 - Board procedures SO108 is the vehicle for community agencies to provide health care services within Grand Erie schools.

3. Presentation(s)
- 3.1 Partnerships – Update.....K. Newhouse / M. Finochio
- School administrators previously identified community partners and categorized benefits under fourteen social determinates of health.
 - Draft guidelines will be shared with HIP school administrators for their input prior to senior administration approval.
 - The guidelines will include reference to SO108 Community Service Providers and Schools Working Together to ensure compliance with board policy and provincial regulations.
 - Following HIP school feedback K. Newhouse will ensure the guidelines are formalized and create a communications plan for all schools.
 - Trustee Dean noted members of the Brant Economic Advisory Council are very interested in the HIP school strategy. He will forward contact information to K. Newhouse.
4. Review and Approval of MinutesL. Thompson
- 4.1 Minutes of May 4, 2017
- MOVED: D. Dean
- SECONDED: T. Waldschmidt
- “THAT the minutes of May 4, 2017 be approved as distributed.”
- CARRIED**
5. Business Arising from the MinutesL. Thompson
- 5.1 Netbook Infusion UpdateL. Thompson
- Will continue with the program to repurpose old netbooks originally intended for use as internet browsers
 - HIP chairs will email a survey to determine if there are other uses / needs in elementary and secondary schools.
- 5.2 HIP Strategy – Stop/Start/Continue and BIPSA Inclusion.....S. Love
- Considering including HIP schools’ expectations and outcomes.
 - Final draft will include how to measure where schools are with respect to the four pillars; results will be shared with this committee.
 - Members completed “Start Stop Continue” on the Strategy.
6. Reflections and Readings.....L. Thompson
- 6.1 Ontario’s Education Equity Plan
- http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf
- This document outlines the three-year plan to provide real focus on socio economic status and the barriers that arise.
7. New Business.....L. Thompson
- 7.1 Committee Composition re Poverty Roundtable Members
- K. Newhouse will invite both the Brantford and Haldimand Norfolk Poverty Roundtable to participate in this committee.

- 7.2 Professional Development for HIP Schools
 - Results-Based Accountability™ (“RBA”)S. Love / L. Thompson
- Learning sessions will be conducted with principals, vice-principals and two key teachers from elementary and secondary HIP schools.
 - Each school will receive a copy of Mark Friedman’s book, “Trying Hard is Not Good Enough” for use at school when implementing the RBA method.
- 7.3 School Selection 2017-18G. Rousell
- Grand Erie is planning to purchase a provincial data set to help identify the neighbourhoods and communities of our students while incorporating those who live outside our jurisdiction.
- 8 Input ForumL. Thompson
- 8.1 CYW (Child / Youth Worker) at HIP Schools.....L. Thompson
- During a recent HIP meeting a suggestion arose to establish CYW weekly support visits to increase rapport and create a reliable schedule for students.
 - Ms. Bagchee noted CYW school allocation is not equally divided, but based on data, school needs and stakeholder recommendations.
 - CYW require a wide range of skills and provide a wide level of support.
 - She will examine their core role and job duties and report back to the committee.
 - Superintendent Thompson noted reallocation of resources can occur based on need.
- 8.2 Mental Health and Wellness StrategyP. Bagchee
- i. Child and Youth Workers (CYW) and Social Work (SW) in Schools
- School Social Workers are responsible for Level 3 events and training e.g., ASIST (Applied Suicide Intervention Skills Training) and safeTALK (Tell, Ask, Listen and KeepSafe) suicide alertness.
 - Child and Youth Workers (CYW) are more involved in supporting skills based training to students and responding during times of crisis to support students in schools. The two work closely together with SW more involved in acute needs and CYW more involved with chronic needs.
- i. PATHS (Promoting Alternative THinking Strategies)
- In October, the Child and Youth Workers (CYW) will begin delivering a Social-Emotional Learning Curriculum called PATHS (Promoting Alternate Thinking Strategies) in the following 11 schools: Agnes Hodge, Prince Charles, Grandview, Jarvis, Bellview, Central, Cobblestone, Lakewood, Teeterville, Thompson Creek and Princess Elizabeth.
 - Evidence based Social Emotional programs have been found to decrease emotional distress in students while improving classroom behaviours and academic achievement.

- 9 Announcements / Community Information..... L. Thompson
 - 9.1 Women Inspiring Women -Women’s Institute Paris Chapter P. Curran
 - WIW selects a worthy cause at their monthly meetings and would like their September donations to be school supplies needed by our students.
 - An inventory will be created and offered to all Grand Erie HIP schools with a request for a thank you note to the organization.
- 10 Adjournment.....L. Thompson
 - Superintendent Thompson adjourned the meeting at 3:02 p.m. and thanked everyone for their valuable input.
- 11 Future Meetings

Thursday, February 22, 2018 | NSSC – Dogwood Room | 1:00-3:30

Thursday, April 26, 2018 | NSSC – Dogwood Room | 1:00-3:30

Draft



Safe and Inclusive Schools Committee
Joseph Brant Learning Centre – Pine Tree Room
Thursday, October 5, 2017
1:00 pm

MINUTES

Chair: Christine Bibby and Heather Knill-Griesser

Recorder: Heather-Jo Causyn

1. **Welcome and Introductions** H. Knill-Griesser
 - H. Knill-Griesser welcomed everyone. For the benefit of new members each committee member introduced themselves and explained their role within the Board.
2. **Attendance:**

Present: A. Andratis, G. Ash, W. Baker, J. Benner, A. Crabb, J. Dale, T. Haist, M. Hodges, L. Kilpatrick, K. Kitchen, C. Krueger, A. Potichnyj, S. Sawyer, R. Weber, S. Martin

Regrets: S. Hill, S. Miller, C. VanEvery
3. **Policies and Procedures Out for Comment**..... H. Knill-Griesser
 - 3.1 *SO14 – Equity and Inclusive Education*
 - No comment
 - 3.2 *SO18 – Environmental Education Stewardship*
 - No comment
 - 3.3 *SO19 – Privacy and Information Management*
 - From an accessibility lens are we required to provide information in a form that is appropriate for the person that is making the information request (ie., person is blind)? Should instructions be included? Should this be included on the Board's website?
 - Is a confidentiality agreement required?
 - Student agenda that is lost could potentially contain confidential information. Obligation to report privacy breaches for an OSR. Need to understand rules and obligations surrounding confidently
 - The Board has an approved application that is to be used when teachers are communicating and sharing information with parents. Some teachers prefer to use other applications. These applications cannot be secured by the Board. The Board cannot be responsible for these programs being used
 - 3.4 *SO20 – Assessment, Evaluation and Reporting*
 - Page 2, paragraph 3 – staff will communicate to students
 - Page 3 - How do we include misappropriation?
 - 3.5 *HR107 – Maintaining, Employee Safety While Working with Students*
 - Board recognizes..... incident response procedures and debriefing. Response procedures – opportunity to debrief after traumatic event
 - Response to staff

3.6 *HR121 – Injury/Incident/Disease Investigation and Reporting*

- 1.1 Principal shall ensure that first aid is provided

3.7 *P106 – Home Instruction*

- No comments

4.0 **Operational Matters**

4.1 *Terms of Reference*

- [Safe and Inclusive Schools Committee. Terms of Reference. June 2017](#)
- Discussion regarding human rights issues
- Poverty next
- Policies and procedures vetted

4.2 *Global Dignity Day*

- Update and request for committee members
- One teacher and 5 students attending from each secondary school
- Chris De Souza is the keynote in the morning and will provide a separate PD session to teachers in the afternoon
- Tara will provide a piece on advocacy
- Panel discussion with Chris and Tara – 5 principles of dignity surrounding Global Day – group discussion
- Information session will be held for elementary reps at the end of the afternoon
- Community members are invited to attend

4.3 *Accessibility Lens*

- [ACCESSIBILITY LENS](#)
- Request to include an accessibility lens when reviewing any policy/procedure

4.4 *Safety/Risk Management Items*

- Family Assessment training with Kevin Cameron on October 31 and November 1
- Refreshers for system – three training sessions will be offered, case studies, include OPP and CAS
- Signing protocol - setting date for Brantford, hopefully to Haldimand and Norfolk soon
- Bring the Violence Threat Risk Assessment (VTRA) model in to play when dealing with people at risk
- Community Protocol Development: BRAVE is taking a lead

4.5 *Community Response Teams*

- Three families presented in September, two families have received the help needed and their files are closed, one family is still in crises
- Referrals to Christine Bibby

4.6 *Inclusivity Items*

- Celebrating Diversity Video
 - engaging a professional production company to create a diversity, gender identity video, physical disability, newcomer and poverty

- Truth and Reconciliation: Next steps: BRAVE
 - Cultural Safety Policy S. Sawyer
 - trauma in the classrooms - awareness and understanding
 - potential to develop a Cultural Safety Policy
- LGBTQ Advisory: Student Voice
- Safer Schools Training 201
 - 11 sessions funded by the Ministry
 - EGALÉ, do not require 101 to take 201, additional information will be available shortly
- Sports Addition Workshop
 - new workshop
- LGBTQ Inclusion
 - for staff and students
 - in order that teachers can attend funding should be provided to allow for teacher release time
 - LGBTQ Youth – development of a resource using Board standards

4.7 *Annual Operating Plan*

- [AOP.equity.2017-18](#)
- Collection of data on race base, etc.
- Encourage identity in the various groups, marginalized groups achieve at a level that they should

5. **Future Meeting**

November 9, 2017 | 1:00 pm | Board Room – Education Centre



**Waterloo Region
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5
(o) 519 570 0003 (f) 519 742 1364 www.wrdsb.ca

September 15, 2017

Hon. Mitzie Hunter
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Hunter,

On behalf of the Board of Trustees, I am writing to share our views regarding the reporting of school-based EQAO results.

At the Waterloo Region District School Board (WRDSB) we value the assessment provided by the Education Quality and Accountability Office (EQAO). We view the assessment results as key performance indicators that are reflective of both student learning needs as well as the professional learning needs of our educators. This is evident through our use of EQAO results to measure our progress on our operational goal of mathematics
(<https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics>).

At WRDSB we also value learning environments that are reflective of all students, their diverse needs and perspectives. This is reflected through our 2016-2019 Strategic Priorities that include: Our students are first – each and every one, Our staff, families and caregivers are partners in every student's learning journey, and Our culture of innovation builds students' confidence and success as they face the future.

We are concerned that the efforts and learning of all our students are not showcased in school-based reports produced by EQAO. Specifically, we feel that while the reports showcase the scores of *All Students*, it does not prominently highlight the results of *Participating Students*. The reporting of *Participating students* in conjunction with the *All Students* would allow for the public to get a better representation of students' performance on the assessment. We would like to suggest that both results be predominantly featured in all reporting by EQAO.

We appreciate you considering our suggestion.

Sincerely,

Chair
Scott McMillan

Cc: Trustees
Ontario Public School Board Chairs



**Waterloo Region
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5
(o) 519 570 0003 (f) 519 742 1364 www.wrdsb.ca

September 22, 2017

Hon. Mitzie Hunter
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Hon. Dr. Eric Hoskins
Minister of Health
Hepburn Block 10th Flr
80 Grosvenor Street
Toronto, ON M7A 2C4

Dear Ministers Hunter and Hoskins:

On behalf of the Board of Trustees, I am writing to share our views in regard to the need for a provincial school protocol and comprehensive strategy to address the Opioid and Fentanyl drug crisis.

The Waterloo Region District School Board of Trustees unanimously approved the following motion at the September 19, 2017, Committee of the Whole Meeting:

That the Waterloo Region District School Board of Trustees send a letter to the Minister of Education and the Minister of Health requesting a provincial school protocol around the opioid crisis that would also include a comprehensive strategy and may include providing all Ontario schools with Naloxone, the Fentanyl antidote.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott McMillan'.

Scott McMillan
Board Chairperson

Cc: Trustees
Ontario Public School Board Chairs