



Committee of the Whole Board

Monday, May 14, 2018
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
- * (a) Revised 2017-18 Committee/Board Meeting Schedule B. Blancher
 - * (b) 2018-19 Committee/Board Meeting Schedule B. Blancher
 - * (c) Allocation of Educational Assistants L. Thompson
 - * (d) Compensatory Education Report L. Thompson
 - * (e) Education Services Agreement – Indigenous Services Canada B. Blancher
 - * (f) Reverse Education Services Agreement – Six Nations Polytechnic B. Blancher
- D – 2 **New Business — Information Items**
- * (a) Student Senate Report B. Blancher
 - * (b) Student Trustee Selection (BL29) B. Blancher
 - * (c) MISA Update B. Blancher
 - * (d) Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services L. Thompson
 - * (e) Community Planning and Facility Partnerships – Annual Facility Status Report (FT11) R. Wyszynski
 - * (f) Grandview Central and Fairview Avenue Transition Committee Report L. De Vos
 - * (g) Elgin Avenue PS Transition Committee Report W. Baker
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) SO3 Electronic Communication and Social Media Guidelines Policy (A) B. Blancher
- E – 2 **Procedure Consideration — Information Items**
- Nil
- F – 1 **Other Business**
- * (a) OPSBA Report C.A. Sloat

SUCCESS for Every Student



Committee of the Whole Board

Monday, May 14, 2018
Board Room, Education Centre

G – 1 Correspondence

H – 1 Adjournment

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

Privacy & Information Management Comm	May 15, 2018, 3:00 p.m.	Norfolk Room
Budget Review Meeting	May 15, 2018, 5:30 p.m.	Board Room
Special Education Advisory Committee	May 17, 2018, 6:00 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	May 22, 2018, 9:00 a.m.	Norfolk Room
Budget Review Meeting	May 22, 2018, 5:30 p.m.	Board Room
Chairs' Committee	May 28, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	May 28, 2018, 7:15 p.m.	Board Room
Native Advisory Committee	May 29, 2018, 9:00 a.m.	Brantford Collegiate Institute
Budget Review Meeting	May 29, 2018, 5:30 p.m.	Board Room
Committee of the Whole	June 11, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	June 14, 2018, 6:00 p.m.	Board Room
Chairs' Committee	June 25, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	June 25, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	June 26, 2018, 1:30 p.m.	Alexandra Room, TRC
Audit Committee Meeting	June 27, 2018, 3:30 p.m.	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Revised 2017-18 Committee/Board Meeting Schedule**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the revised 2017-18 Committee/Board Meeting Schedule.</p>
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Background

The Board approved the 2017-18 Committee/Board Meeting Schedule in May 2017.

Additional Information

Looking ahead to the Committee of the Whole and Board meetings in August, it is evident that both of these meeting agendas are light and could easily be combined. Tracking past August meetings provided evidence that the two meeting model had early adjournments, such that it was felt the items for those agendas could be handled in one meeting. In June 2017, the Board approved the recommendation to combine the August 21, 2017 Committee of the Whole meeting with the August 28, 2017 Board meeting.

It is recommended that the Committee of the Whole meeting currently scheduled for August 20, 2018 be combined with the Board meeting scheduled on August 28, 2018.

Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **2018-19 Committee/Board Meeting Schedule**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2018-19 Committee/Board Meeting Schedule.</p>
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Background:

It is customary each year for the Board to approve a schedule for all Board and Committee meetings for the upcoming year.

Additional Information

1. Committee of the Whole meetings should be held on the second Monday of each month and Board meetings should be held on the fourth Monday of each month, as outlined in BL5.
2. Thanksgiving is Monday, October 8, 2018 which is the second Monday, therefore October meetings are proposed for the **third and fifth** Monday.
3. Mid-Winter Break is March 11 to 15, 2019, therefore March meetings are proposed for the **first and fourth** Monday.
4. Easter Monday is Monday, April 22, 2019 which is the fourth Monday therefore April meetings are proposed for the **second and fifth** Monday

The attached schedule is based on two meetings per month as per to Bylaw 3 and Bylaw 5.

Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher
Director of Education

2018-19 Meeting Schedule

The In Camera session meetings commence at 6:30 p.m.

The Public session meetings commence at 7:15 p.m.

Meetings are located at 349 Erie Avenue

2018-19	
September 10	Committee of the Whole Board
September 24	Regular Board
October 15	Committee of the Whole Board
October 29	Regular Board
November 12	Committee of the Whole Board
November 26	Regular Board
December 03	Board Nomination and Organizational
December 10	Inaugural Board
January 14	Committee of the Whole Board
January 28	Regular Board
February 11	Committee of the Whole Board
February 25	Regular Board
March 04	Committee of the Whole Board
March 25	Regular Board
April 08	Committee of the Whole Board
April 29	Regular Board
May 13	Committee of the Whole Board
May 27	Regular Board
June 10	Committee of the Whole Board
June 24	Regular Board
August 19	Committee of the Whole Board
August 26	Regular Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Educational Assistants 2018-19**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report "Allocation of Educational Assistants 2018-19" pending final budget approval.

Background

In Grand Erie, two of the Guiding Principles in Special Education state;

1. Resources are provided to support students to become independent in reaching their educational goals.
2. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Educational Assistants are a human resources support assigned to schools, not to individual students, to support the needs of students with special needs.

Educational Assistants are allocated to schools to support students who display needs in the following areas:

- Medical/Physical – supports physical/medical needs, such as mobility, therapy, medications, use of specialized equipment, personal care.
- Safety/Supervision – supports safety needs, such as supervision to ensure student safety or the safety of others, behaviour/safety plan support and implementation.
- Communication/Autism Spectrum Disorder – supports needs of students with severe communication concerns or diagnosed with Autism Spectrum Disorder, such as supervision to ensure student safety or the safety of others, social/behaviour/life skills program support and implementation.

The goal in Grand Erie is to provide the supports and resources necessary to ensure success for every student. The goal for all students is to support them to develop skills for independence. This includes students with special education needs.

Educational Assistant support is a resource that is provided to schools to support the programs that are in place for students with special education needs that are moving them toward independence. This requires intentional planning for decreased Educational Assistant support, ensuring that the support of this resource is as non-intrusive as possible. Things that are considered when assessing the need for Educational Assistant support at a school:

1. Educational Assistant support is assigned to support schools, not individual students or programs.

2. Educational Assistants are special education supports for a teacher or a classroom. They are not a student's personal assistant.
3. The support of a student by an educational assistant must include an intentional plan to fade their support in order to promote student independence.
4. There is a recognition that a small number of students will require on-going direct support due to pervasive needs.

Unnecessary Educational Assistant support can have a negative impact on students.

INADVERTENT EFFECTS OF EXCESSIVE EA (ADULT) SUPPORT

- **Separation from Classmates-** student and EA are seated together at the side or back of the class
- **Unnecessary Dependence-** student hesitates unless prompted or cued by the EA
- **Interference with Peer Interactions-** EA creates a physical or symbolic barrier between student and peers
- **Insular Relationships-** EA and student do everything together to the exclusion of other adults and peers
- **Feeling Stigmatized-** student experiences embarrassment and discomfort about support- provocation of behaviour
- **Limited Access to Teacher Instruction-** student looks to the EA for instruction and stops paying attention to the teacher- is this the most competent instruction?
- **Interference with Teacher Engagement-** Teacher becomes dependent on the EA, some teachers are less involved because they give responsibility to the EA. The EA begins to operate with increasing autonomy making instructional decisions without direction.
- **Loss of Personal Control-** students are not permitted to exercise personal choices because the EA makes all the decisions

Reference: Teaching Exceptional Children, Vol. 42, No. 2, pp. 36-43, Council for Exceptional Children, 2009.

Allocation Criteria

The criteria in Grand Erie for assigning Educational Assistants to schools are:

- 2.0 for each Special Incident Portion (SIP) student.
- 2.0 allocated to each self-contained classroom for each Developmentally Delayed, Autism, Multi-Handicapped or Strategies class that is at capacity.
- 1.0 allocated to each self-contained classroom for each Mild Intellectual Disability, Mixed Exceptionalities or On Track program that is at capacity.

Once these supports are deployed, additional Educational Assistants are allocated to schools for Students with **Pervasive and Extensive Support Requirements**. Students with **pervasive needs** usually require direct adult support and have limited to no independent skills. Students with **extensive needs** usually require shared support and have some independent skills but require support at specific times during the school day. A Needs Assessment is conducted at each school, involving school-based staff and the Teacher Consultant for Special Education assigned to the school to determine pervasive and extensive student support requirements.

Model of Support

There are several types of Educational Assistant assignments provided in Grand Erie.

Self-contained Classroom Educational Assistant

The Educational Assistant is assigned to self-contained classrooms to support programming and integration of students in the classroom. They can support in other classrooms as required when appropriate.

School Assigned Educational Assistant

The Educational Assistant is assigned to schools based on the Needs Assessment.

Occasional Educational Assistant

The Educational Assistant is assigned to the school when someone is absent.

Temporary Educational Assistant

The Educational Assistant is allocated to a school from the Special Education Department for short term support (generally less than two weeks) for a variety of reasons, where student need is generally not complex (implementation of a behaviour plan, transition support. A written application through the Teacher Consultant for Special Education is required to access this support. Generally, 7-10 Educational Assistant positions are placed in "hold-back". This hold-back is used to staff the Temporary Educational Assistant requests.

Transition Support Educational Assistant

The Educational Assistant is allocated to a school to provide temporary support (between 2-5 weeks) to support the transition of a student with complex needs to the school or to a new program in the school, to provide emergency support during an assessment period while a behaviour/safety plan is being developed, or to implement a comprehensive behaviour or safety plan that requires reinforcement at a significant rate at its inception. Transition Educational Assistants work with school staff to build their capacity while they fade their support so that school staff can assume the responsibility of program implementation for the student. Transition Educational Assistants are funded through contract extension funding, which is in place for the 2017 to 2019 school years.

Educational Assistant Allocations- Trend Data

	S.I.P. Total Care 2.0 per student	Multi- Handicapped, Developmentally Delayed, Autism, or Strategies Classroom	Mild Intellectual Disability, Mixed Exceptionality, On Track, or Hearing and Language Classroom	Extreme Support Requirements for Physical/Medical Safety Needs	Total Allocation
2018-19	28	88	24	163	303.0
2017-18	20	84	26	173	303.0
2016-17	16	76	26	182	300.0
TOTAL					303.0

Additional Information

Grand Erie Teacher Consultants – Special Education have met with school principals, teachers and relevant support staff to review the needs identified exceptional students to determine the number of Educational Assistants to be assigned to each school based on this needs assessment. The medical/physical needs, safety/supervision needs, as well as the communication/ASD needs of students discussed at School Resource Teams, are included in each School Educational Assistant Needs profile in an effort to better assess the total support requirement of each school. Also included in school projections is the data gathered from meetings between Teacher Consultants – Special

Education and local agencies, Lansdowne Children's Centre and Haldimand-Norfolk Reach, in order to anticipate any additional supports that might be required for Junior Kindergarten, Senior Kindergarten, and Grade 1-aged students entering the system in Fall 2018.

There continues to be an increase in the number of students entering school with pervasive needs that require direct support. Students with these pervasive needs are now entering the school system with the expectation of many families that they will be attending school full days, every day. For students with pervasive needs this can be an extremely difficult transition.

There has also been an increase in the number of students requiring 2:1 Special Incidence Portion support over the past several years. In the 2012-13 school year Grand Erie had four students with Special Incidence Portion funding. In the 2017-18 school year there were 10 students with this funding and the projected number of students for the 2018-19 school year is 14 students. Special Incidence Portion funding is retroactive, which means that the supports must be allocated to the student first and then applications are submitted to the Ministry of Education to request funding for the student based on a Special Incidence Portion profile. A Special Incidence Portion application that is approved generates approximately \$38,000 in total funding. This funding does not cover the cost of 1.0 FTE Educational Assistant, although these students require at least 2.0 FTE staff support at all times. Over time, this impacts the overall Educational Assistant allocation available to support in the regular class.

Since the inception of full-day kindergarten, and despite the number of students requiring Special Incidence Portion supports moving from four students to 14 students, the Educational Assistant complement in Grand Erie has increased by only 3.0 FTE.

Due to these significant pressures, moving into the 2018-19 school year the projected hold-back for Temporary Educational Assistant support is 1-2 Educational Assistant positions. It is expected the hold back will be depleted by late fall 2018 which will mean Temporary Educational Assistant support will be unavailable to schools for the remainder of the school year.

Our focus continues to be prioritizing extensive needs in order to maintain safe environments for students and staff members while working within the proposed allocation of Educational Assistants.

Budget Implications/Funding Source(s)

Pending approval of the 2018-19 budget.

Next Steps:

The Principal Leader-Special Education and Human Resources will notify schools of their allocations. Human Resources will notify Educational Assistants according to the collective agreement.

Grand Erie Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Success for Every Student and the following statements: we will increase student and staff understanding of effective learning strategies and how to use them; we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Compensatory Education Report**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2017/2018 Compensatory Education Report.</p>

Background

School boards are provided with additional funding through the Learning Opportunities Grant (LOG) to support student need. *"The LOG provides funding for a range of programs to help students who are at a greater risk of not achieving academic success. Funding through the largest component, the Demographic Allocation, is calculated based on weighted social and economic indicators and enrolment. In addition, it relies on 2006 Census data and socio-economic indicators"*. In Grand Erie, some of the LOG funding has been provided to schools that have been identified as compensatory in nature, based on the number of students attending them and their level of socio-economic risk. Student achievement is also reviewed in each of the high-risk schools, with a specific focus on EQAO outcomes. With this data, schools have been ranked in order from the most to least needy. Supports such as vice-principal, learning resource teacher, extra teaching sections and extra clerical pool hours have been provided to the most needy schools in order to mitigate barriers to achievement that some students who come from low socio-economic backgrounds may face. At its inception, Compensatory Education has been supported by the Compensatory Education Committee, a standing committee of the board that originally functioned as a steering committee to assist with decisions made regarding funding direction for compensatory schools. More recently the Compensatory Education Committee became an advisory committee.

In the last two years, in Grand Erie the Higher Improvement in Performance in Schools (HIP) Strategy was developed by the Compensatory Education Committee and school administrators supervising HIP schools. The HIP Strategy has provided a focus for the work of school administrators in HIP schools on Achievement, Equity, Community and Well-Being . School administrators in HIP schools have been provided opportunities for professional learning through face-to-face sessions and through LYNC sessions in order to support their learning, and the learning of their staff members, about barriers students who come from economically disadvantaged backgrounds may face when coming to school, and how to address those barriers so that students will meet with success.

Since the HIP Strategy has been developed, Grand Erie has entered into a new Multi-Year plan which has six indicators, Achievement, Equity, Community, Well-Being, Technology, and Environment.

This school year, the HIP Chairs' Committee was formed, which consisted of four administrators from HIP schools and the Superintendent responsible for Compensatory Education. The HIP Chairs have been an invaluable resource and have provided support and insight into the particular needs of HIP schools.

Additional Information

HIP Administrators

Administrators in HIP schools were provided with a face-to-face professional learning session with the System Research Lead in early fall in Results-Based Accountability (RBA) and were asked to use this method when gathering and reporting achievement, community, equity and well-being data for the students in their schools. Through this process administrators have shared that the data they are providing is the same data that is provided through the school improvement planning process. This is true at both the elementary and secondary levels.

Administrators in HIP schools have also participated in two LYNC sessions that focused on building upon the learning from the previous RBA session. From the data gathered through the LYNC sessions and at HIP Chairs' Committee meetings, supporting school administrators and teachers to have high expectations for learning and achievement for all students and assisting teachers to understand how to differentiate program and assessment effectively are the factors that mitigate barriers to achievement most effectively for students coming from economically disadvantaged backgrounds.

Compensatory Education Committee

The Compensatory Education Committee has met three times this school year, once to review the work currently happening in HIP schools, once to review the information considered in selecting which schools may be identified as compensatory in 2018-2019, and once to review and consider next steps in regards to the overall vision for compensatory education in Grand Erie moving forward.

HIP Chairs' Committee

The HIP Chairs have met monthly to review the supports currently in place in HIP schools, review data from HIP schools and feedback from administrators in HIP schools as to the effectiveness of the resources provided through the existing compensatory education model in Grand Erie. HIP Chairs also surveyed six other school boards in January 2018 to determine how schools identified as compensatory were supported in their boards. Of the school boards surveyed, three provided a response. Of the three, only one shared a compensatory education plan. The other boards did not identify schools as compensatory and shared that LOG funding was allocated to provide resources to enhance programming in all schools.

Alignment of Portfolios

The Superintendent responsible for Compensatory Education has met regularly with the Superintendents for Elementary Program and Student Success to review strategies being put in place through the program departments and to align any additional resources and supports provided to HIP schools with these strategies. For example, the Renewed Math Strategy has provided intensive school team professional learning about effective math pedagogy for specific schools as selected by the Ministry of Education. Most of these schools were schools that were identified as HIP in Grand Erie. Also, early literacy interventions are currently under review in all elementary schools, not just compensatory schools.

Compensatory Education Funding 2017-2018

Additional funding was provided to HIP schools from a variety of budget lines, as summarized in Appendix A. The only budget lines with flexibility for change or reallocation are Early Literacy Interventions and School Program Allocation. The Early Literacy Interventions budget was used to provide Empower programming in HIP schools, but also to allow Grand Erie staff members to begin a review of early literacy interventions in all Grand Erie elementary schools. The personnel budget lines have been aligned as part of the overall staffing allocation in Grand Erie. The facility improvements line is determined by facility services.

Staffing Considerations

Elementary HIP schools have staffing parameters placed on them during the staffing process. In this way there are lower class sizes in general in junior and intermediate classes in the elementary HIP schools.

Elementary school administrators in HIP schools continue to have the ability to create priority occasional teacher lists. These are lists of up to 10 occasional teachers that can be called that have committed to providing supply coverage for up to 3 HIP schools as a priority.

School Selection

Grand Erie District School Board's Compensatory Schools Index scores highlight poverty and socio-economic risk in the board. In 2015-2016 the index was been updated to include five variables associated with socio-economic risk. These variables are:

- Median Income
- Low Income - Percentage of households with Low Income (less than \$30,000)
- Renters: Percentage of households that rent vs. own their home
- Lone Parent Families: Percentage of families that are single parents
- Low Education: Percentage of 25-64 year olds without a high school diploma

These variables have been identified as external factors that impact educational achievement and have been shown to correlate with measures such as Education Quality and Accountability Office (EQAO) assessments, Ontario Secondary School Literacy Test (OSSLT) and credit accumulation.

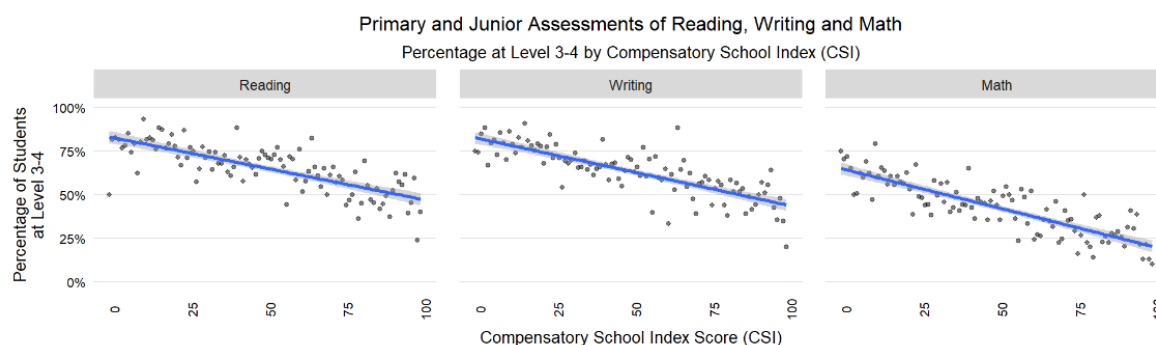
The Compensatory Schools Index (CSI) is a result of all five variables combined into a single score using Principal Components Analysis. The result Z-scores is transformed using cumulative density function and range from 0 (lowest economic risk) to 100 (highest economic risk).

Prior to the 2015-16 school year Grand Erie used Census data from 2006 and 2011. In 2015-16 the board purchased data from Environics that provides additional, reliable and more up-to-date data than the most recent census. Environics provides demographic information at various levels of geography ranging from the large Census Metropolitan Area (i.e. Brant/Brantford) down to the individual Postal Codes. The 2015-16 calculations were done based on the Dissemination Area (DA) where students live. The 2017-18 calculations were able to use students' Postal Code a finer detail of geography which is able to provide a more accurate snapshot of the communities where Grand Erie students live. DAs have an average population of 596 compared to Postal Codes that have an average population of 55 people. By using Postal Codes we are capturing greater variability within DA.

As with the 2015-16 selection process, a schools' CSI score is calculated from the characteristics of the Postal Codes where the students live, not just the neighbourhoods within the school boundary. School scores are weighted based on how many students reside in a particular Postal Code.

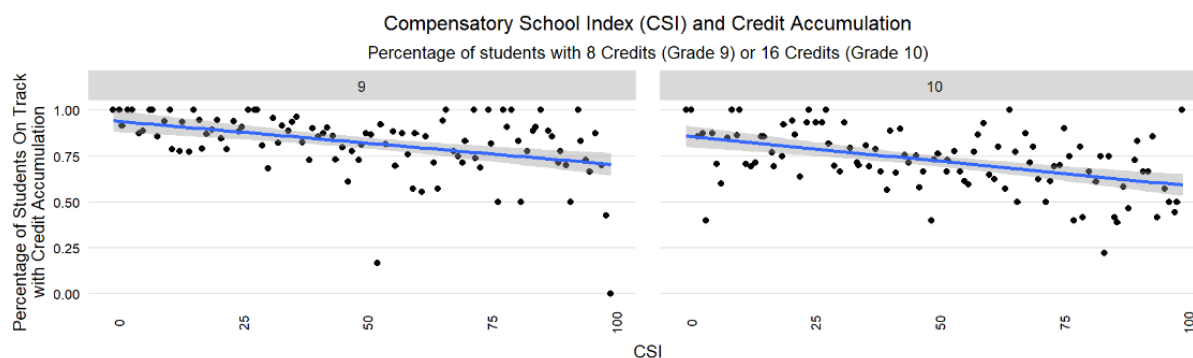
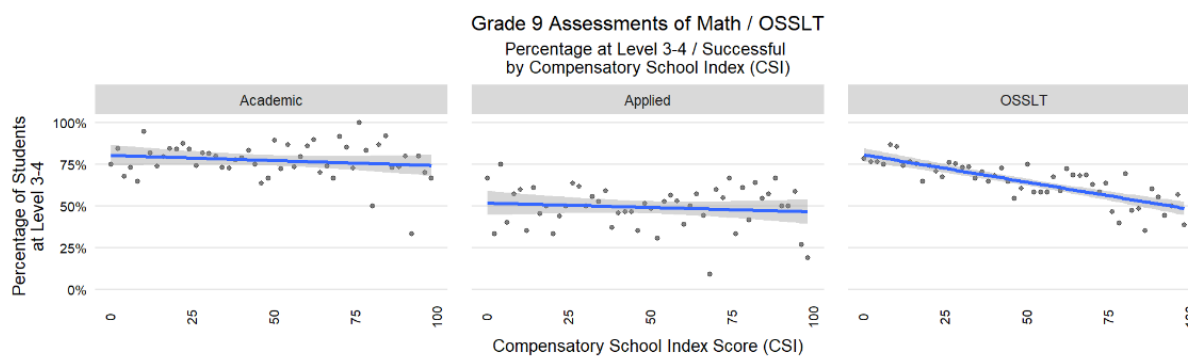
Elementary Achievement and CSI

The following charts show a clear relationship between the neighbourhood a student lives in and their achievement on EQAO assessments. The higher the CSI score the less likely students from that neighbourhood will achieve the Provincial Standard.



Secondary Achievement and CSI

While there is a clear relationship between a students' neighbourhood and whether or not they are successful on the Ontario Secondary School Literacy Test (OSSLT), it is more varied when looking at the Grade 9 assessments of mathematics.

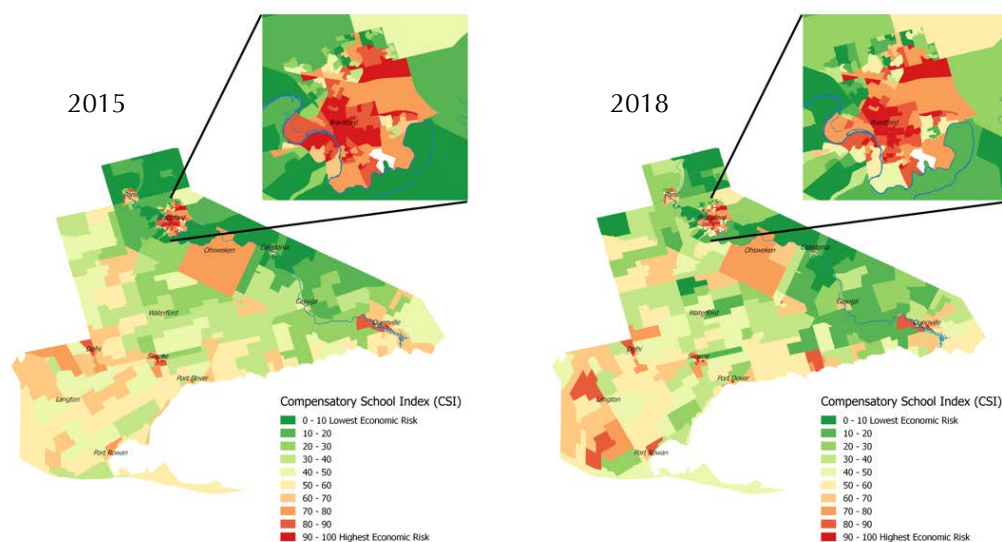


Demographics for Grand Erie District School Board

	2015	2018
Median Income	72,482	82,243
Low Income	16%	14%
Rent vs Own	18%	19%
Low Education	15%	16%
Lone Parent Families	27%	26%

Socio-Economic Risk by Neighbourhood

The map below shows the level of socio-economic risk across the region. It is important to note that the CSI measures relative risk. The index identifies the neighbourhoods with a lower socio-economic status compared to other neighbourhoods within the Grand Erie District School board. Students living in the higher risk areas (red/orange) may require extra supports to overcome barriers that may impede their performance at school.



Effective September 2018, secondary HIP schools will be:

1. Valley Heights Secondary School
2. Tollgate Technological Skills Centre
3. Pauline Johnson Collegiate and Vocational School
4. Grand Erie Learning Alternatives
5. Delhi District Secondary School

Effective September 2018, elementary HIP schools will be:

1. Central Public School
2. Graham Bell-Victoria Public School
3. Princess Elizabeth Public School
4. Major Ballachey Public School
5. Grandview Public School
6. King George School
7. Prince Charles Public School
8. Bellview Public School
9. Houghton Public School
10. Port Rowan Public School

Summary:

In Grand Erie, data shows all of our schools have groups of students that are at risk due to socio-economic stress. Since 2015, relative risk of schools has shifted, increasing for some schools and decreasing for other schools. What is consistent since 2015 is that the schools that are at greatest risk are also the schools identified by the Ministry of Education as schools that require intensive support through the Renewed Math Strategy. Funding is provided to these schools through the Renewed Math Strategy Grant and other grant offerings through the Ministry of Education.

There are no additional staffing positions available to allocate to schools solely based on the fact that it is identified as a school with a high level of students coming from low socio-economic backgrounds.

Additional funds provided to support early literacy interventions in compensatory schools have shown that these interventions have supported improvement in literacy skills for the small number of students able to access the intervention, but there is a greater need to review all early literacy interventions in all elementary schools to align their implementation to ensure the most effective impact on student achievement of improved literacy levels.

The work being done in each of the indicators of the Multi-Year Plan is the same work being done in HIP schools.

The following recommendations are being made in regards to Compensatory Education in Grand Erie:

- Review and rank the schools based on socio-economic risk and achievement levels as new demographic and achievement data becomes available
- The ten highest elementary schools and five highest secondary schools will be deemed HIP schools
- HIP Schools will continue to receive additional funds to mitigate barriers students may face coming from low socio-economic backgrounds
- HIP schools will continue to receive priority weighting in regards to Community Partnership Incentive Program and Pride of Place applications
- Elementary HIP schools will continue to have parameters in place to aim for lower junior/intermediate class sizes during the staffing process
- Elementary HIP school administrators will continue to be able to create a priority Occasional Teacher list
- The System Research Lead will provide a school profile to every school that identifies specific areas of risk based on student demographics
- All schools will continue to work toward the goals identified in each area of the Multi-Year plan while keeping a focus on providing differentiated programming and assessment and high expectations for learning and achievement for all students but particularly those students coming from economically disadvantaged backgrounds
- Updates for HIP schools will be aligned with and incorporated into the regular reporting cycle for all schools
- The Compensatory Education Committee will be disbanded and By-law 8 amended to reflect this change

Grand Erie Multi-Year Plan

This report supports the Achievement and Equity indicators of Success for Every Student and the following statements: we will set high expectations for learning and achievement for all students and promote practices that help students, staff and families feel safe, welcome and included at their schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Budget Lines Funding Identified Compensatory Schools 2017-2018

Cost and Funding Source

Expenditure	Purpose	School Foundation Grant (SFG)	Learning Opportunities Grant (LOG)	Pupil Foundation Grant (PFG)	Community Partnership Incentive Plan (CPIP)	Pride of Place (POP)
3.0 Elementary VPs	Organizational support to improve student achievement	\$ 397,884	\$ -	\$ -	\$ -	\$ -
1200 Elementary clerical pool hours	Organizational support to ensure office priorities are met	\$ 36,075	\$ -	\$ -	\$ -	\$ -
12.0 Elementary LRTs	To support Empower implementation and other student learning needs	\$ -	\$ 565,269	\$ 668,045	\$ -	\$ -
16 Secondary sections	To support learning opportunities for students	\$ -	\$ 284,687	\$ -	\$ -	\$ -
Early Literacy Interventions	Empower program costs, Early Literacy Interventions review all elementary schools	\$ -	\$ 50,000 *	\$ -	\$ -	\$ -
0.5 ESL consultant	Priority support to some compensatory schools while serving all schools allocated to them	\$ -	\$ 90,797	\$ -	\$ -	\$ -
1.0 Social worker	Priority support to some compensatory schools while serving all schools allocated to them	\$ -	\$ 100,334	\$ -	\$ -	\$ -
1.0 AC	Priority support to some compensatory schools while serving all schools allocated to them	\$ -	\$ 73,273	\$ -	\$ -	\$ -
School program allocation	School budget allocation to support specific student need	\$ -	\$ 85,000 *	\$ -	\$ -	\$ -
Facility improvements		\$ -	\$ -	\$ -	\$ 50,000	\$ 239,138
		\$ 433,959	\$ 1,249,360	\$ 668,045	\$ 50,000	\$ 239,138

* Total amount of flexible funding (\$135,000)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Education Services Agreement – Grand Erie District School Board and Indigenous Services Canada**

DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2018-2021 Education Services Agreement with Indigenous Services Canada for signature by the Board signing authorities.</p>

Background

The tuition agreement between Indigenous and Northern Affairs Canada (INAC) and the Grand Erie District School Board for Six Nations secondary students expired on August 31, 2017. Negotiations commenced in February 2017. A total of four meetings were held. Going forward we have changed the name of the document to Education Services Agreement.

Members of the Grand Erie negotiating team included; B. Blancher (Director of Education), J. Gunn (former Superintendent of Business), R. Wyszynski (Superintendent of Business), K. Sandy (Native Trustee), S. Hill (Native Advisor), and Audrey Powless-Bomberry (Six Nations Elected Councillor). The team included a Six Nations Councillor and Native Trustee to be able to report to the Band Council who represents the third party receiving educational services from Grand Erie. Six Nations is one of only two Bands in Canada who do not accept federal funding to negotiate with the Board.

Additional Information

We are very pleased with the three year (expires August 31, 2021) tentative agreement reached on April 30, 2018. The agreement includes many changes to wording/references and enhancements that will benefit student achievement and engagement.

Features of the agreement include:

- Full funding as per provincial Grants for Student Needs (GSN).
- Continued funding for a .5 FTE (3 sections) native language teacher
- Continued funding based on the proportion of tuition agreement students to address the Grand Erie funding gap created by Ministry Student Success Educational Programs Other (EPO) grants. This equates to \$214.00 per tuition agreement student.
- Changes to the Educational Services Agreement High Needs funding (Appendix 7) historically used for additional Educational Assistants. In the 2014-2017 agreement the amount of funding allocated was \$380,000 annually. The new agreement includes a provision that the funding cannot go below \$600,000 for the length of the agreement.
- Continued funding (Appendix 9) for learning opportunities enhancements.

Next Steps

Secondary School Principals will be provided signed copies and details of the agreement at the Director's Meeting on June 12, 2018.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

EDUCATION SERVICES AGREEMENT

THIS AGREEMENT IS EFFECTIVE THIS 1st DAY OF June 2018.

BETWEEN:

GRAND ERIE DISTRICT SCHOOL BOARD

In the Province of Ontario
Hereinafter referred to as the **“BOARD”**

-and-

**HER MAJESTY THE QUEEN IN RIGHT OF CANADA, AS REPRESENTED BY THE
MINISTER OF INDIGENOUS SERVICES CANADA**
hereinafter referred to as the **“CROWN”**

WHEREAS pursuant to subsection 188(1)(a) of the EDUCATION ACT (1992), R.S.O. 1990, c. E.2, as amended, the **“BOARD”** may enter into an agreement with the **“CROWN”** to provide accommodation, instruction and special services for INDIGENOUS PUPILS

WHEREAS pursuant to subsection 114(1)(d) of the INDIAN ACT, R.S.C. 1985, c. I-5, as amended, the **“CROWN”** may enter into an agreement with the **“BOARD”** for the education of Indian children

NOW THEREFORE, THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree with each other to the terms and conditions as follows:

INTERPRETATION

- 1.1 For the purpose of this agreement, a **PUPIL** means an **INDIAN**, or the child of an **INDIAN**, as defined by subsection 2(1) of the INDIAN ACT resident on SIX NATIONS of the Grand River Reserve and any student as included in the Nominal Roll Census Report as approved by the DEPARTMENT. PUPILS are pupils of the Board.
- 1.2 **BAND** or **BAND COUNCIL** means the Council of an Indian Band as defined under subsections 2(1) and 74 of the INDIAN ACT
- 1.3 **NATIVE ADVISORY COMMITTEE** means a committee established by BOARD resolution as are outlined in an addendum to this agreement
- 1.4 **GUIDANCE/COUNSELLING SERVICES** means the provision of guidance programs and student support services
- 1.5 **SUPERVISED ALTERNATIVE LEARNING** means the same as defined by Ministry of Education guidelines
- 1.6 **MINISTER** means the Minister of Indian Affairs and Northern Development representing the CROWN

- 1.7 **DEPARTMENT** means the DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
- 1.8 **SCHOOL** means any secondary school operated under the jurisdiction of the BOARD
- 1.9 **PRINCIPAL** means a principal of any secondary school operated under the jurisdiction of the BOARD
- 1.10 **TUITION FEE** means a per pupil fee, payable to the BOARD for each PUPIL, subject to this agreement, enrolled in a secondary school operated under the jurisdiction of the BOARD
- 1.11 **HIGH COST PROGRAM** has the same meaning contained in the current Ontario Regulation, Calculation of Fees for Pupils, made pursuant to the EDUCATION ACT
- 1.12 **SPECIAL SERVICE** means an educational service provided solely for PUPILS, subject to this agreement, as negotiated pursuant to subsection 165(3) of the EDUCATION ACT, which is supplementary to the regular program of the BOARD and the cost of which is not calculated as part of the TUITION FEE

Appendices 1 to 10 attached to this agreement form part of this agreement and are to be read in conjunction with this agreement.

ELIGIBILITY FOR ENROLMENT

- 2.1 The BOARD agrees to accept SIX NATIONS PUPILS for enrolment in its schools, subject to this agreement, in accordance with Board procedures on the transfer of students.
- 2.2 The DEPARTMENT will advise the BOARD and SIX NATIONS of PUPIL registration as follows:
- 2.2.1 prior to January 15th of each year the DEPARTMENT shall provide to the BOARD a list of PUPILS expected to enrol in the schools of the BOARD in the next academic year indicating potential grade placements and will confirm, where applicable, any new enrolments for the second semester
- 2.2.2 prior to May 15th of each year the DEPARTMENT shall provide to the BOARD in writing an updated list to that submitted under subsection 2.2.1
- 2.2.3 any increases or decreases in the number of PUPILS identified by subsection 2.2.2 will be provided to the BOARD in writing as they become known to the DEPARTMENT
- 2.3 The DEPARTMENT will verify for the BOARD the eligibility of each PUPIL, subject to this agreement, for tuition fee purposes upon receipt of a list of PUPILS which shall be provided by the BOARD for verification prior to the issuance of invoices according to the schedule outlined by subsection 4.1

RESPONSIBILITY FOR FEES

- 3.1 The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, a TUITION FEE which shall be calculated in accordance with the current Ontario Regulations plus a per pupil EPO grant

amount calculated based on the prior school years grants received by the board for secondary school pupils of the BOARD and as approved by the DEPARTMENT. A "Calculation of Fees" statement will be provided by the BOARD and will outline all costs of education as covered by the TUITION FEE.

- 3.2 The DEPARTMENT shall make payment to the BOARD, for PUPILS authorized by the DEPARTMENT for enrolment in a HIGH COST PROGRAM costs for which shall be calculated in accordance with Ontario Regulation "Calculation of Fees for Pupils regulation" at rates agreed to in a signed addendum to this agreement prior to the provision of such programs by the BOARD
- 3.3 The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, identified as meeting the criteria for Special Incidence Portion (SIP) funding as described in Appendix 6 and as approved by the DEPARTMENT.
- 3.4 The DEPARTMENT shall make payment to the BOARD, for the cost of providing a .5 full time equivalent teacher certified by the Ontario College of Teachers and qualified in a Haudenosaunee Language of instruction, as outlined in subsections 5.9.3 and 5.9.4 for the purpose of sustaining a language program. The amount is not to exceed \$50,000 annually.
- 3.5 The DEPARTMENT shall make payment to the BOARD, for each SPECIAL SERVICE as negotiated by both the DEPARTMENT and BOARD and outlined in an addendum to this agreement and delivered by the BOARD according to the terms and conditions contained therein, a fee in such amount which does not exceed the approved cost for such service.
- 3.6 The parties acknowledge that in order for the payments described in section 3.1 to be made, the DEPARTMENT and the BOARD must enter into an annual Non-Aboriginal Recipient Funding Arrangement.

SCHEDULE OF PAYMENT

- 4.1 Payment shall be made by the DEPARTMENT to the BOARD in accordance with Part B, Section 2 of the current school year Comprehensive Funding Arrangement between the DEPARTMENT and the BOARD, based on invoices submitted in accordance with Schedule G of that Arrangement.
- 4.2 The BOARD agrees, in consideration of payments made by the DEPARTMENT on behalf of PUPILS covered under this agreement, to the following:
 - 4.2.1 to identify in the annual audited financial statement to its ratepayers all payments made to the BOARD under the terms of this agreement and append a summary to the financial statement identifying revenues received for High Cost Programs and Special Services separately from TUITION FEES

UNDERTAKINGS

- 5.1 The BOARD shall provide to PUPILS covered by this agreement the Program of Studies of the province of Ontario
- 5.2 The BOARD shall equally involve PUPILS in all aspects of school activities

- 5.3 The BOARD will ensure that SIX NATIONS may use the school facilities after school hours in accordance with existing BOARD policies
- 5.4 The BOARD agrees that there shall continue to be no segregation by reason of race, colour or creed in its schools and by the ongoing development of an anti-racist policy that is Aboriginal specific.
- 5.5 The BOARD shall provide training (in-service) to its teachers, who provide instruction to PUPILS covered by this agreement, in accordance with Ministry of Education Program and Policy Memorandum No. 119 (2013) "Developing and Implementing Equity and Inclusive Education Policies In Ontario Schools", in cooperation with the SIX NATIONS
- 5.6 The BOARD agrees to recruit and appoint teachers who are of Haudenosaunee ancestry when staffing teacher vacancies, provided that the qualifications and abilities of the teachers are judged by the BOARD to be equal to those of other applicants and that such staffing does not contravene any Regulations under the Education Act or the collective agreement of the BOARD.
- 5.7 The BOARD agrees to provide guidance programming as required by current Ministry of Education guidelines (Ontario Secondary Schools(OSS)), adapted to meet the instructional, counselling and other needs of the PUPILS covered by this agreement, and staff guidance positions, when possible with people of Haudenosaunee ancestry, in proportion to enrolment of PUPILS.
- 5.8 The BOARD agrees to provide, in accordance with Ministry of Education guidelines and regulations, Supervised Alternative Learning on the reserve where such are feasible at no additional cost to the DEPARTMENT
- 5.9 The BOARD shall plan, develop, implement and evaluate educational programs suited to the needs of PUPILS:
- 5.9.1 with the approval of the principals of schools enrolling PUPILS covered by this agreement authorized representatives of SIX NATIONS shall assist in the planning, development, adaptation and evaluation of native studies, native language, cultural education and race relations programs and courses
- 5.9.2 the BOARD will provide Native Studies courses in all schools enrolling PUPILS covered by this agreement and develop units and courses of study which infuse native culture/values across the curriculum
- 5.9.3 the BOARD agrees to the implementation of a Native Language course in a Haudenosaunee language in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. Such courses will be available to all pupils of the BOARD where numbers warrant delivery.
- 5.9.4 the BOARD agrees for the length of this agreement to provide a .5 full time equivalent teacher of Haudenosaunee ancestry to ensure delivery of a Native Language course that meets current Ministry of Education guidelines and the Ontario Regulations for such programming
- 5.10 The BOARD agrees to promote and maintain ongoing communication between the schools enrolling PUPILS covered by this agreement and the SIX NATIONS community

- 5.10.1 the BOARD agrees with the principle of a NATIVE ADVISORY COMMITTEE and will establish by resolution of the BOARD such a committee which will alone represent the interests of SIX NATIONS subject to the Terms of Reference as outlined in an addendum to this agreement and identified as APPENDIX "1"
- 5.10.2 the BOARD will continue to involve and encourage the participation of parents of PUPILS in the education of their children
- 5.10.3 the BOARD will hold transition meetings jointly with the Federal schools at SIX NATIONS and collaboratively plan pathway placement, time tabling, and support for SIX NATIONS students entering grade 9. At a minimum, the Student Success Teacher or Guidance Head from the requested secondary school will be present at each meeting accompanied by the Native Education Counsellor.
- 5.10.4 the BOARD agrees that authorized delegates of SIX NATIONS and the DEPARTMENT may visit the schools managed by the BOARD from time to time to review with the principals the progress of the PUPILS covered by this agreement
- 5.10.5 the BOARD agrees to involve principals and teachers of the SIX NATIONS in professional activity days of the BOARD and to provide relevant materials to support professional development at a cost that will not exceed the agreed upon amount of \$10,000.00. The Board will identify the number of available seats per appropriate workshop and will receive pre-approval from both the DEPARTMENT's Director of Education or his or her designate and the BOARD Superintendent of Program or designate, prior to admitting registrants. This cost will be identified with supporting documentation and submitted to the DEPARTMENT with the regular invoice dates. The parties agree that unused funding from one year may be carried forward for use during the following year only
- 5.10.6 the BOARD agrees to hold parent-teacher interviews for PUPILS covered under this agreement at least once per school year on the reserve should sufficient interest be demonstrated by parents to the principal.
- 5.10.7 the BOARD agrees to the granting of reasonable periods of leave, to representative members of staff to attend educational presentations, courses or conferences sponsored by the DEPARTMENT or SIX NATIONS as part of the ongoing planned professional development activities of the BOARD.
- 5.11 nothing in this agreement shall confer to SIX NATIONS or the MINISTER any right of supervision over the curriculum, courses of studies, instructional methodology and materials, teaching personnel, resource personnel, or school administration which are deemed to be the sole responsibility of the BOARD.
- 5.12 the BOARD respects the traditional knowledge and teachings of the First Nation and recognizes best practices of the Haudenosaunee in keeping with a collaborative process of incorporating instructional methods designed to enhance the learning of Indigenous students.
- 5.13 the BOARD agrees to the SIX NATIONS representation on the BOARD as outlined by an addendum to this agreement and identified as APPENDIX "2"
- 5.14 The BOARD agrees to complete and submit statistical and program reports to the SIX NATIONS and the DEPARTMENT as follows:

- 5.14.1 the annual NOMINAL ROLL REPORT, MONTHLY ATTENDANCE RECORD, STUDENT PROGRESS REPORTS, GRADUATION RESULTS, and Student Success Indicators (i.e. Credit accumulation, EQAO results) for all PUPILS enrolled in the schools of the BOARD at such times as such are requested by the DEPARTMENT or the SIX NATIONS.
- 5.14.2 program reports related to SPECIAL SERVICES, HIGH COST PROGRAMS, SPECIAL EDUCATION, and pupil placement reports, as such are requested by the DEPARTMENT or the SIX NATIONS which may be prepared in a format identified by APPENDIX "3".
- 5.15 In accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Board will obtain a disclosure of information release for all students covered by this agreement and such disclosure shall clearly state that the disclosure permits the BOARD to release student information to the DEPARTMENT and that such information may be provided to the SIX NATIONS while the PUPIL is enrolled in the schools of the BOARD
- 5.16 The BOARD agrees to an annual review meeting, conducted on or before the anniversary date of this agreement, and supplementary meetings held at such times as may be requested by either party to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein
- 5.17 All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing or sent by, e-mail, fax, courier, or registered mail to the recipient party and a copy of this communication will be provided to the SIX NATIONS

THIS AGREEMENT and its ADDENDA SHALL come into force on September 1, 2018 and shall remain in force until at least August 31, 2020 and:

shall continue in force from year to year thereafter from the 1st day of September each year, unless termination is requested by one of the parties hereto in which case notice shall be given to the other party to this agreement by December 1st with termination to be effective as of June 30th of the year following.

- 6.1 despite the foregoing, the terms of this agreement may be reviewed on an annual basis and amended by mutual consent.

**IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN SIGNED BY THE PARTIES
HERETO**

GRAND ERIE DISTRICT SCHOOL BOARD

Brenda Blancher, Director of Education

Greg Anderson, Board Chair

Date

**HER MAJESTY THE QUEEN IN RIGHT OF CANADA, AS REPRESENTED BY THE
MINISTER OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT**

Director

Name

Witness

Name

Date

APPENDIX 1

NATIVE ADVISORY COMMITTEE

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The **BOARD** agrees with the principle of a **NATIVE ADVISORY COMMITTEE**, hereinafter referred to as the **COMMITTEE**, and shall establish such committee to represent the interests of **PUPILS** enrolled in the schools of the **BOARD**
 - 1.1. the **NATIVE ADVISORY COMMITTEE** shall be established by **BOARD** resolution and Terms of Reference will be established and approved by the **COMMITTEE**.
 - 1.2. any changes to the terms of reference of the **COMMITTEE** agreed to by the parties to this agreement shall be adopted by **BOARD** resolution
2. The **COMMITTEE** shall represent the **FIRST NATION** interests in maintaining quality of educational services purchased through the education services agreement and to ensure that the **BOARD** is appropriately advised in matters related to the education of **PUPILS**

APPENDIX 2

NATIVE REPRESENTATION

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The **BOARD** and the **SIX NATIONS** agree, pertaining to subsections 188(5)(a) 1990, of the **EDUCATION ACT R.S.O. 1990, c. E 2**, as amended, that said subsections shall be viewed as the minimum requirement for the appointment of native members to the **BOARD**
2. The **BOARD** and the **SIX NATIONS** agree on procedures governing native representation as follows:
 - 2.1. for each term of office of the **BOARD** a native representative shall be designated by the **SIX NATIONS**
 - 2.1.1. the **SIX NATIONS** shall, provide to the **BOARD** the name of the native representative designated for appointment as a member of the Board
 - 2.1.2. the name of the native representative designated by subsection 2.1.1 shall be made at such time as to coincide with the announcement of election results for trustees of the **BOARD**
 - 2.1.3. for each term of office the designated native representative, named in accordance with subsection 2.1.1, shall be confirmed as a member of the board
 - 2.1.4. where the office of the member of the board appointed under this agreement becomes vacant for any reason, it shall be filled in accordance with subsection 2.1.1, and the person so appointed shall hold office for the remainder of the term.
3. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement

APPENDIX 3 BOARD REPORTS

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The BOARD agrees that the reporting procedure described by subsection 5.13 of the education agreement may be in the following format unless otherwise requested by the SIX NATIONS or the DEPARTMENT
 - a. Number of PUPILS
 - b. Schools enrolling PUPILS
 - c. Type of program/service
 - d. Date enrolled/service commencement date
 - e. Calculation of Fees
 - f. Anticipated graduation date/service completion date
 - g. Special Education reports required under the departmental National Special Education Guidelines
 - h. Other reports requested by the Native Advisory Committee
2. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement

APPENDIX 4

SPECIAL SERVICES AGREEMENT

NATIVE ADVISOR

This addendum shall be appended to be read with and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The BOARD agrees to employ a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the BOARD with respect to issues affecting SIX NATIONS PUPILS
 - 1.1. the Native Advisor shall participate in the development, review, and implementation of curricula, programs, and services affecting SIX NATIONS PUPILS
 - 1.2. the Native Advisor shall advise the BOARD and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the BOARD
 - 1.3. the Native Advisor shall be a participating member of committees, by invitation, which deliberate on any issues affecting the PUPILS affected by this agreement
 - 1.3.1. the Native Advisor will administer activities of the Native Advisory Committee
 - 1.4. the Native Advisor will facilitate the implementation of this Education Services Agreement by:
 - 1.4.1. coordinating meetings of the Native Advisory Committee
 - 1.4.2. assisting in monitoring services outlined in the Special Services Agreement (APPENDIX 4) to this Education Services Agreement
 - 1.4.3. will provide four (4) update reports and/or articles annually for the BAND newsletter
 - 1.5. the Native Advisor shall be provided office space.
2. The job description for this position, prepared by the BOARD will be reviewed before the end of the term of this agreement and amendments made as agreed by the parties to this agreement
 - 2.1. the Native Advisor, an employee of the BOARD, is subject to BOARD policies and shall receive supervision, direction performance appraisal as per Board and Ministry of Education requirements, by the Director of Education or Designate. Reports will be submitted as outlined in the job description.
 - 2.2. the basic requirement for the position shall be a person of Haudenosaunee ancestry and who possesses one of the following:
 - 2.2.1. Category One: a Master's degree and a valid Ontario Teaching Certificate, Primary and Junior Division or Intermediate and Senior Division, and experience in reviewing, developing and implementing secondary school curriculum appropriate to SIX NATIONS students;
 - 2.2.2. Category Two: a Bachelor's degree and a valid Ontario Teaching Certificate, Primary and Junior Division or Intermediate and Senior Division, and experience in reviewing,

developing and implementing secondary school curriculum appropriate to SIX NATIONS students;

- 2.3. the Native Advisor will be employed under the terms and conditions of the agreement between the Grand Erie District School Board and Grand Erie Elementary Teachers' Federation (GEETF) or the OSSTF District 23 Secondary Teachers Federation.
3. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure at the current contracted rate equal to salary, and benefits for this position, in each school year of this agreement. Salary and benefits for this position in 2017-18 amounts to \$115,940.
 4. The BOARD may grant certain paid leave days for the Native Advisor to attend longhouse. These days will be mutually agreed upon by the supervisor and the Native Advisor and will not exceed those within the Board's collective agreement. Any additional days may be granted based upon operational requirement and will be considered as leave without pay.
 5. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement

APPENDIX 5

SPECIAL SERVICES AGREEMENT

NATIVE EDUCATION SERVICES STAFF

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The **BOARD** agrees to employ three (3) Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to **PUPILS** enrolled in secondary schools of the **BOARD**.
 - 1.1. the Education Counsellors shall be recognized by the **BOARD** as professional education workers and shall have access to student O.S.R., achievement records and attendance reports.
 - 1.2. the Education Counsellors shall have access to **PUPILS** at the schools during school hours (as do the guidance counsellors and attendance counsellors of the **BOARD**) for the purposes of carrying out the duties of this position.
 - 1.3. the Education Counsellors shall participate in all Individual Placement and Review Committee meetings conducted for **PUPILS** affected by this education services agreement.
 - 1.4. The Education Counsellors shall be resource persons and assist with initiatives of the Native Advisory Committee.
 - 1.5. the Education Counsellors shall establish positive relations with school personnel and parents of **PUPILS** attending schools for the purpose of enhancing **PUPIL** success rates.
 - 1.6. the Education Counsellors will establish and maintain up-to-date information regarding entrance, retention, and success rates of **PUPILS** in secondary education.
 - 1.7. the Education Counsellors will be responsible for increasing the awareness and sensitivity of school personnel with respect to **PUPILS** attending the schools.
 - 1.8. the Education Counsellors shall be provided office space in the schools.
2. The job description for the position, prepared by the **BOARD**, shall be reviewed will be reviewed before the end of the term of this agreement and amendments agreed to by the parties to this agreement.
 - 2.1. the Education Counsellors shall be subject to **BOARD** policies and shall receive supervision, and direction, performance appraisals as per Board and Ministry of Education requirements, from the principals of the schools where they spend the majority of their time.
 - 2.2. the basic requirement for the position shall be a person of Haudenosaunee ancestry who is knowledgeable and demonstrates a positive working relationship with the **SIX NATIONS** community and will possess one of the following:
 - 2.2.1. Category One: a Bachelor's degree in Social Work, Social Sciences, or Education with courses in guidance and counselling

- 2.2.2. Category Two: Five (5) years successful experience in counselling or guidance plus a minimum of a community college diploma in a related discipline with demonstrated evidence of annual progression toward Category One qualification.
3. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure at the current contracted rate equal to salary and benefits for this position, in each school year of this agreement. Total salary and benefits for 3.0 positions in 2017-18 amounts to **\$309,358**.
4. The BOARD may grant certain paid leave days to Education Counsellors to permit them to attend longhouse. These days will be mutually agreed upon by the supervisor and the Education Counsellor and will not exceed those within the Board's collective agreement. Any additional days may be granted based upon operational requirements and will be considered as leave without pay.
5. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 6

SPECIAL SERVICES AGREEMENT

COMMUNITY LIAISON

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The BOARD agrees to employ a Community Liaison Person of Haudenosaunee ancestry to provide supplementary community liaison services to PUPILS enrolled in secondary schools of the BOARD. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure at 0.5 the current contracted rate equal to salary and benefits for this position, in each school year of this agreement. Total salary and benefits for 0.5 position in 2017-18 amounts to **\$35,505**.
 - 1.1. the Community Liaison shall be recognized by the BOARD as a professional education worker and shall have access to student O.S.R., achievement records and attendance reports.
 - 1.2. the Community Liaison shall have access to PUPILS at the schools during school hours (as do the attendance counsellors of the BOARD) for the purposes of carrying out the duties of this position.
 - 1.3. the Community Liaison will establish positive relations with parents and agencies of the SIX NATIONS community as they relate to the PUPIL'S education
 - 1.4. the Community Liaison will advocate on behalf of SIX NATIONS PUPILS and the community
 - 1.5. the Community Liaison will establish and maintain up to date information regarding PUPIL'S entrance, retention and success rates in secondary education
 - 1.6. the Community Liaison will provide counselling for pupils from the SIX NATIONS community who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success
 - 1.7. the Community Liaison will support the PUPIL in the exploration of referral intake to Alternative Learning opportunities providing follow-up counselling for students returning to regular day school
 - 1.8. the Community Liaison shall be provided office space in the schools.
2. The job description for the position, prepared by the BOARD, shall be reviewed prior to the end of the term of this agreement and amendments agreed to by the parties to this agreement.
 - 2.1. the Community Liaison shall be subject to BOARD policies and shall receive supervision, and direction from the principals of the schools where they spend the majority of their time.
 - 2.2. the basic requirement for the position shall be a person of Haudenosaunee ancestry who is knowledgeable and demonstrates a positive working relationship with the SIX NATIONS community and will possess one of the following:
 - 2.2.1. Qualifications - Bachelor's degree in Social Work, Social Sciences, or Education with courses in guidance and counselling

APPENDIX 7

SPECIAL SERVICES AGREEMENT

HIGH COST SPECIAL EDUCATION SERVICES AGREEMENT

This addendum shall be appended to be read with and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

Special Education Guiding Principles:

It is the policy of the Grand Erie District School Board that special education services within the Board are guided by the following principles:

- i. Public education is group education.
 - ii. The diversity of our student population is valued and informs program and delivery.
 - iii. Fostering an inclusive culture in schools is paramount.
 - iv. Educational resources are allocated to reach educational goals.
 - v. Resources are organized to support the classroom teacher.
 - vi. The classroom teacher is the greatest resource in the education system.
 - vii. Placement options are guided by least restrictive/most enabling environments for learning.
1. The BOARD agrees to provide High Cost Special Education services and equipment to meet the identified high cost special education needs of pupils within the existing processes of the Board.
 2. The BOARD agrees to have available to the DEPARTMENT annually the appropriate information that substantiates the program requirements for assistance and the cost for such program.
 3. The BOARD shall provide High Cost Special Education Services to be reimbursed by the DEPARTMENT for expenditure for needs as determined through processes described in the BOARD's Special Education Policy. These High Cost Special Education priorities will be addressed through the annual High Cost Special Education allocation provided by the DEPARTMENT as determined by the DEPARTMENT to be not less than \$600,000.00.
 4. If necessary, the BOARD can access the annual High Cost Special Education Program Needs Based Process as managed by the Chiefs of Ontario.
 5. All equipment purchased under this addendum will remain with the student as he or she advances or moves to another location or school board.
 - 5.1. The cost of equipment purchased under this addendum will be identified with supporting documentation and submitted with the regular invoice dates as within the main body of this agreement and as agreed upon by both the BOARD and the DEPARTMENT.
 - 5.2. All equipment purchased for SIX NATIONS elementary school students transitioning to a Grand Erie Secondary School will be disclosed and discussed at Transition meetings. Equipment will accompany the student who advances to a BOARD secondary school, if still required by the student and as arranged with the SIX NATIONS elementary schools when it is deemed appropriate and sensible (i.e. equipment is portable, equipment is compatible with that used by the BOARD). Should it be determined that a student is in need of new or upgraded equipment, the student will have use of the equipment purchased by the elementary school until the new or upgraded equipment is available.

6. The BOARD agrees to provide additional staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities and of others at school following applied criteria for Special Incidence Portion (SIP) established by the Ministry of Education. Documentation of applied criteria to support the need will be provided to the DEPARTMENT.
7. The DEPARTMENT will confirm its commitment to provide funding for High Cost Special Education services, as documented by the Board, no later than March 31st of each of the prior school year start to ensure staff placement that will permit the enrolment of pupils.
8. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement

APPENDIX 8
SPECIAL PROGRAM AGREEMENT
REACHING AHEAD SUMMER SCHOOL PROGRAM

This addendum shall be appended to be read with and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The **BOARD** agrees to accept **PUPILS** for enrolment in its schools for the **REACHING AHEAD** summer school program, subject to this addendum, in such number which the **BOARD** determines it can properly accommodate for instruction within its facilities.
2. The **BOARD** will provide this service and be reimbursed by the **DEPARTMENT** for expenditures not to exceed the annual amount permitted under the Ministry of Education Summer School per pupil amount per Full Time Equivalent (FTE) students enrolled.
 - 2.1. The **DEPARTMENT** shall make payment to the **BOARD**, for each **PUPIL** enrolled in the **REACHING AHEAD** program, at summer school as a full or part-time student, a **TUITION FEE** which shall be calculated in accordance with the annual amount permitted under the Ministry of Education Summer School per pupil amount per FTE students enrolled.
 - 2.2. The **BOARD** will provide a list of **PUPILS** enrolled in the **REACHING AHEAD** summer program in the current calendar year indicating credit choices and grade placements to accompany the invoice for services.
 - 2.3. Payment shall be made by the **DEPARTMENT** to the **BOARD** upon receipt of invoices submitted in accordance with the terms of this addendum.
3. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement

APPENDIX 9
SPECIAL PROGRAM AGREEMENT
LEARNING OPPORTUNITIES/COMPENSATORY EDUCATION AMOUNT

This addendum shall be appended to be read with and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated June 1, 2018.

1. The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, a Learning Opportunities/Compensatory Education Amount of \$210.00 per pupil per school year.

APPENDIX 10**SIX NATIONS NATIVE LANGUAGES/ CULTURALLY INTEGRATED CURRICULUM PROGRAM**

1. Cayuga and Mohawk language will be offered in secondary schools where there are SIX NATIONS PUPILS to encourage and support the ongoing commitment to the restoration of the Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015.

DRAFT

FOR DEPARTMENTAL USE ONLY

This Education Services Agreement, and addenda contained therein, signed by the **GRAND ERIE DISTRICT SCHOOL BOARD AND THE CROWN** (DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT) which is dated June 1, 2018 is recommended for signature.

I certify that this education services agreement conforms to the financial requirements of Treasury Board

Director _____ Date _____
Ontario Region

Regional Director General _____ Date _____
Ontario Region



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Reverse Education Services Agreement – Grand Erie District School Board and Six Nations Polytech – STEAM Academy**

DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board approve the 2018-19 Reverse Education Services Agreement – Grand Erie District School Board and Six Nations Polytechnic – STEAM Academy for signature by the Board signing authorities.</p>
--

Background

In the late fall of 2017, Grand Erie was approached by Rebecca Jamieson, President of Six Nations Polytechnic (SNP) to begin discussions around the possibility of a Reverse Education Services Agreement (RESA) to provide funding for students living off reserve to attend the Science, Technology, Arts and Mathematics – STEAM – program that started at SNP in September 2017. The timing of this meeting coincided with work being done at the provincial level to review education services agreements and create a new model which includes a reciprocal education approach allowing for both education services and reverse education services agreements. A total of five meetings were held between January and March 2018.

Members of the Grand Erie negotiating team included; B. Blancher (Director of Education), D. Martins (Superintendent of Education), R. Wyszynski (Superintendent of Business) and K. Sandy (Native Trustee).

Since this was a new type of agreement for both parties, we ensured that we kept up to date with the progress of the Education Services Agreements/Reverse Education Services Agreements Provincial Work Group to ensure we were on the right track. We also invited Taunya Paquette, Director of the Indigenous Education Office of the Ministry of Education, and her team to one of our meetings where Taunya shared examples of reverse education services agreements currently in place for us to use as a model.

During the development of this RESA, legislation was being written. On March 28, 2018 Bill 31, an omnibus bill, was introduced in the Ontario Legislature. This bill proposes amendments to various acts including a proposed amendment to the *Education Act*. This involves the recent work by the Ministry of Education and the FNMI stakeholders (including OPSBA's Indigenous Trustees' Council) about a Reciprocal Education Approach. The proposed legislation will enable parents of Indigenous students to choose the school system to which their child will attend. If an Indigenous child lives off reserve, but wants to attend a school on reserve, or a school operated by a First Nation or a First Nation organization off reserve, the parent will have the right to do so, provided the school is on an approved list that will be developed by the Ministry. Funding will flow through the school board to the school of choice. Also on March 28, 2018 Directors received a memo from the Deputy Minister of Education explaining the Reciprocal Education Approach – this memo is attached as Appendix A.

It was agreed by the parties that we would create an initial agreement to cover one year only in order to allow us time to work through any issues that might arise and also to ensure that once the Reciprocal Education Approach changes to legislation are enacted, our agreement is in compliance.

Additional Information

Attached as Appendix B is the 2018-19 tentative agreement reached on April 9, 2018.

Features of the agreement include:

- A process for sharing registration information between SNP and Grand Erie – Notification of Acceptance and Parental Support Letter
- An outline of the documentation required for reimbursement to SNP
- The development of a Transition Plan to support the transition of students from SNP to a Grand Erie school as appropriate and the transition to SNP for a Grand Erie student

Next Steps

- Arrangements will be made for signing of the document.
- Secondary School Principals will be provided signed copies and details of the agreement at the Director's Meeting on June 12, 2018.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

APPENDIX A

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Memorandum To: Directors of Education
Secretary/Treasurers of School Authorities

From: Bruce Rodrigues
Deputy Minister
Ministry of Education

Date: March 28, 2018

Subject: Reciprocal Education Approach

As you know, in fall 2017, a working group was established with representatives from First Nations across Ontario, Trustee and School Board associations, and Ministry of Education staff to advise on issues related to Education Services Agreements (ESAs) and Reverse Education Services Agreements (RESAs). The ESA/RESA Working Group has been developing policy and legislative options enhance opportunities for First Nation learners to choose the educational path that best meets their needs and well-being.

In January 2018, the working group supported an alternative formula-based approach to ESAs and RESAs referred to as the Reciprocal Education Approach (REA). This approach is intended to improve access and reduce barriers for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems.

On March 28, 2018, amendments to the *Education Act*, in the form of Schedule 9 to the *Plan for Care and Opportunity Act (Budget Measures)*, 2018, were introduced in the Legislative Assembly. If the proposed amendments receive Royal Assent and come into force, they would set out the legislative framework for the REA, including authorizing the Lieutenant Governor in Council to make new regulations under the *Education Act* to support implementation.

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Under the proposed amendments, if certain conditions are met, pupils residing on reserve who wish to attend a school of a board would be admitted based on a transparent base funding amount that would be set out in regulation. In addition, if certain conditions are met, pupils of a school board who wish to attend a prescribed First Nation or federally operated school would be able to do so, if the operator of the prescribed school provides notice, based on a base funding amount that would be set out in regulation.

The proposed amendments would:

- Allow a pupil of a school board to attend a First Nation or federally operated school, or for a First Nation student living on reserve to attend a school of a board, regardless of whether the school board and First Nation enter into an agreement providing for the admission of the student.
- The school board would need to receive written notice from the First Nation indicating that the pupil intends to attend a First Nation or federally operated school, or school of a board, as the case may be.
 - The school board would also be required to receive written notice from a parent or guardian of the pupil (or the pupil, if he or she has withdrawn from parental control or is over the age of 18).
- When a pupil of a school board is admitted to a First Nation or federally operated school, the board would be required to pay an amount that is at least the base funding amount that would be set out in regulation. When a First Nation pupil living on reserve is admitted to a school of a board, the board would be required to charge the base funding amount that would be set out in regulation.
- A school board and a First Nation may still choose to negotiate an agreement that provides for additional services and/or relationship building. During negotiations, no student would be prevented from enrolling as a pupil of a board or with a First Nation or federally operated school, and the fee charged or payable by the school board would be the prescribed base funding amount. Such agreements or memoranda of understanding could include such matters as the payment of fees that would be in addition to the prescribed fee, resource and data sharing, and professional development.

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As we move forward with the proposed amendments to the *Education Act*, and, if passed, to the implementation of the REA, we continue to strongly encourage boards to begin discussions with First Nation communities and education authorities interested in developing agreements.

If you require further information about these changes, please contact:

Subject	Contact	Telephone and E-Mail
Operating Funding	Andrew Bright	(416) 325-2037 andrew.bright@ontario.ca
Indigenous Education Office	Taunya Paquette	416-314-5739 taunya.paquette@ontario.ca

Collaboration between the Ministry, school boards and First Nation communities are key elements to a stronger future for First Nation students in Ontario. We appreciate your engagement and ongoing support as we work together to support the success and well-being of First Nation students.

Sincerely,



Bruce Rodrigues
Deputy Minister of Education

cc: Denise Dwyer
Assistant Deputy Minister, Indigenous Education and Well-Being
Division

Andrew Davis
Assistant Deputy Minister, Education Labour and Finance Division

Taunya Paquette
Director, Indigenous Education Office

Andrew Bright
Director, Education Funding Branch

APPENDIX B

REVERSE EDUCATION SERVICES AGREEMENT 2018-2019

This agreement made this _____ day of _____ 2018.

BETWEEN: THE Grand Erie District School Board in the Province of Ontario hereinafter referred to as the "Board"

AND: THE Six Nations Polytechnic STEAM Academy in the Province of Ontario hereinafter referred to as "SNP"

AND WHEREAS Pursuant to Section 185 of the EDUCATION ACT, R.S.O. 1990, c.E.2 as amended, the Board may provide for the admission of one or more of its secondary school pupils to a school for children operated by Six Nations Polytechnic STEAM Academy, subject to the approval of Six Nations Polytechnic STEAM Academy, and the accommodation provided under the arrangement shall be in place of the accommodation that the Board is required by the Education Act to provide for those pupils;

AND WHEREAS The Board and SNP agree to adhere to the terms of this Agreement for the recovery of tuition fees in respect of Authorized Board pupils enrolled at SNP in the STEAM Academy for the 2018/19 school year.

AND WHEREAS Jordan's Principle states that, "No First Nations child no matter where they live should go without the health, social, educational or other services or products they need".

NOW THEREFORE, THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree with each other to the terms and conditions as follows:

SIX NATIONS POLYTECHNIC STEAM ACADEMY meets the Ministry of Education standards. In respect of Eligible Students, SNP will provide an Educational Program that meets the learning expectations contained in the Ontario Curriculum Guidelines sufficient to allow the transfer of Eligible Students without academic penalty to an equivalent grade in a school with the Grand Erie District School Board, and, where applicable, permit entry into the post-secondary education system.

Proviso – Due to the work currently being undertaken by the Reciprocal Education Service Agreements Working Group with the Ontario Ministry of Education, the parties to this agreement concur that this is to be considered an Interim Agreement that will be revisited once the legislation and regulations are in place. Revisions will be made to this agreement as appropriate.

Responsibility for other fees beyond the base fee for secondary school instruction will be addressed following the regulations.

1.0 INTERPRETATION

- 1.1 This agreement covers education services at the secondary school level, for the Ontario Curriculum, Grades 9 to 12.
- 1.2 ADE means Average Daily Enrolment as calculated in accordance with Ontario Regulation 197/15, Calculation of Average Daily Enrolment made under the Education Act.
- 1.3 Notification of Acceptance and Parental Support (NAPS) document signed by the parent/guardian or adult pupil is the mechanism for sharing and exchanging student information between SNP and the Board.

- 1.4 Authorized Board Pupil means a resident pupil of Grand Erie District School Board who is enrolled at a secondary school operated by SIX NATIONS POLYTECHNIC STEAM ACADEMY.
- 1.5 Full-time pupil status and part-time pupil status are calculated in accordance with Ontario Regulation 197/15, Calculation of Average Daily Enrolment made under the Education Act.
- 1.6 Ministry of Education means Ontario's Ministry of Education.
- 1.7 Enrolment Count Date means October 31 and March 31.
- 1.8 Ontario School Record has the same meaning ascribed by the Ontario Student Record Guideline appearing in the Education Act.
- 1.9 Board School means any secondary school operated under the jurisdiction of the Board.
- 1.10 SIX NATIONS POLYTECHNIC STEAM ACADEMY tuition fee means a per-pupil fee, payable to SNP for each Authorized Board Pupil enrolled at SIX NATIONS POLYTECHNIC STEAM ACADEMY.

2.0 DOCUMENTATION REQUIRED FOR REIMBURSEMENT TO SIX NATIONS POLYTECHNIC STEAM ACADEMY BY THE BOARD

Pupil Verification Report

The following information will be provided by Six Nations Polytechnic STEAM Academy to the Board:

- 2.1 Notification of Acceptance and Parental Support Letter setting out the following information:
- The name of the pupil
 - Residential address as of the applicable enrolment count date
 - The name of the last school attended prior to enrolment at Six Nations Polytechnic STEAM Academy
 - Full-time or part-time status in accordance with regulatory requirements for the calculation of average daily enrolment (ADE) and documentation to support the enrolment status
 - Ontario Education Number
 - Date of birth
 - Grade level
 - Confirmation that staff at Six Nations Polytechnic STEAM Academy have examined appropriate documentation showing that the pupil qualifies as a resident pupil of the Board
 - Once the Board receives the Notification of Acceptance and Parental Support Letter (NAPS) from SNP STEAM Academy, it will confirm that the pupil qualifies as a resident pupil of the Board.
- 2.2 A report documenting the total number of pupils enrolled at Six Nations Polytechnic STEAM Academy on each enrolment count date, October 31 and March 31, and the full-time or part-time enrolment status of each pupil on the count date, as represented in OnSIS.

Financial Information

- 2.3 The Grand Erie District School Board will provide the *Calculation of Fees*, also known as Appendix B in the Board's Financial Statements, to Six Nations Polytechnic at three different intervals throughout its fiscal year. The *Calculation of Fees* for the 2018-19 will be shared as per the schedule outlined below:
- i. By June 30, 2018 – the preliminary Calculation of Fees (known as the Estimates Budget),
 - ii. By December 15, 2018 – a revised Calculation of Fees (known as the Revised Estimates Budget), and

- iii. By November 15, 2019 for the final audited Calculation of Fees (known as the Financial Statements)
- 2.4 The Grand Erie District School Board will publish their audited 2018-19 financial statements to their website as soon they are approved by the Board; which is anticipated to occur in December 2019.
- 2.5 Six Nations Polytechnic will share their audited financial statements once available; this is expected to occur in October 2019.
- 2.6 Six Nations Polytechnic STEAM Academy will provide the Board with the Authorized Board Pupil list effective for the October 31 and March 31 count dates with an appropriate invoice. Parties will agree to reconcile annually following the completion of Board audited financial statements.
- 2.7 Six Nations Polytechnic STEAM Academy will issue invoices to the Board following approval of the Authorized Board Pupil list by the Board Director of Education or designate on or about the dates listed in Section 5.0.

3.0 ENROLMENT OF PUPILS

- 3.1 SNP agrees to accept Authorized Board Pupils for enrolment as per the Learner Profile – included as Appendix A.
- 3.2 Six Nations Polytechnic STEAM Academy will provide the Board with the Authorized Board Pupil list effective for the October 31 and March 31 count dates.

4.0 RESPONSIBILITY FOR FEES

- 4.1 The Board shall transfer to Six Nations Polytechnic STEAM Academy, for each Authorized Board Pupil enrolled in Six Nations Polytechnic STEAM Academy, through a tuition fee equal to the base fee the Ministry of Education provides to the Board for secondary instruction and the per-pupil amount reimbursed by the Ministry of Education in accordance with the Ontario Regulation 196/15, Calculation of Fees for Pupils made under the Education Act.

5.0 SCHEDULE OF PAYMENT

- 5.1 Payments shall be made by the Board to Six Nations Polytechnic STEAM Academy within fifteen (15) days of the date the Board received reimbursement from the Ministry of Education as follows:
 - 5.1.1 On or about November 15, 2018, an interim tuition fee invoice is prepared by Six Nations Polytechnic STEAM Academy by multiplying the October 31, 2018 ADE by fifty percent (50%) and then by the per-pupil cost in accordance with Section 2.3 (i)
 - 5.1.2 On or about April 15, 2019, another interim tuition fee invoice is prepared by Six Nations Polytechnic STEAM Academy by multiplying the March 31, 2019 ADE by fifty percent (50%) and then by the per-pupil cost in accordance with Section 2.3 (ii)
 - 5.1.3 On or about December 15, 2019 an adjustment invoice or credit note will be prepared by Six Nations Polytechnic STEAM Academy to reflect the actual per-pupil cost as calculated from the schedule in the Board's audited Financial Statements multiplied by the ADE of the October and March count dates.

- 5.2 If either the Board or Ministry of Education objects to any portion of an invoice the following shall apply:

If the objection relates to a portion of the invoice, then the undisputed portion of the invoice shall be deemed to have been approved and will be paid and the disputed amount be held back to be resolved between the parties. The Board or Ministry will notify SNP of the discrepancy and relevant amount of the offset payment.

- 5.3 In the case of non-payment of tuition fees or any portion thereof by the Board, interest shall be calculated on the unpaid balance from the due date and be paid to Six Nations Polytechnic STEAM ACADEMY at the current bank prime loan rate plus one (1) per cent per annum.

6.0 UNDERTAKINGS

- 6.1 The Six Nations Polytechnic STEAM Academy and Grand Erie District School Board will co-create a Transition Plan Guide to support the transition of a student from SNP to a Board school as appropriate and the transition to SNP for a student who chooses to enroll at SNP from a Board school. The Transition Plan Guide will be an Addendum to this Agreement.
- 6.2 A committee of representatives from SNP and the Board will meet annually to review the terms of this agreement and to make amendments by mutual consent.
- 6.3 Ongoing communication between SNP and the Board will encourage open dialogue and any information released publicly regarding this Agreement will be jointly approved by the parties.

7.0 GENERAL ISSUES

- 7.1 In the event that the parties cannot reach an agreement on a matter of interpretation or a financial provision of this Agreement, the Director of Education for the Board, the Finance Officer of the Ministry of Education and President of SNP, or designate representative(s), will be invited to meet with the parties involved to assist in clarification.
- 7.2 In the event that the actions taken in 7.1 are not sufficient to resolve a dispute or question over the financial provisions of the Agreement or the interpretation thereof to its effect, the same shall be referred to mediation by a mutually agreed upon mediator with associated costs shared by SNP and the Board.
- 7.3 All notices or communication required to be given or sent that pertain to the terms of this Agreement shall be deemed sufficiently given when submitted in writing, sent by fax, email or registered mail to the recipient parties and receipt acknowledged by the receiving party.

8.0 AMENDMENTS TO THE AGREEMENT

This Agreement may be amended only by a written instrument signed by the Parties.

9.0 NOTICE UNDER THIS AGREEMENT

9.1 Notice under this Agreement shall be provided to:

Director Brenda Blancher
Grand Erie District School Board
349 Erie Avenue
Brantford, ON
N3T 5V3

Rebecca Jamieson, President
Six Nations Polytechnic Inc.
2160 Fourth Line
Ohsweken, ON
N0A 1M0

10.0 ENTIRE AGREEMENT

THIS AGREEMENT and its ADDENDA SHALL come into force on September 1, 2018 and shall remain in force until at least August 31, 2019 and:

shall continue in force from year to year thereafter from the 1st day of September each year, unless termination is requested by one of the parties hereto in which case notice shall be given to the other party to this agreement by December 1st with termination to be effective as of June 30th of the year following.

10.1 despite the foregoing, the terms of this agreement will be reviewed on an annual basis and amended by mutual consent.

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN SIGNED BY THE PARTIES HERETO

GRAND ERIE DISTRICT SCHOOL BOARD

**SIX NATIONS POLYTECHNIC STEAM
ACADEMY**

Brenda Blancher, Director of Education

Rebecca Jamieson, President

Greg Anderson, Board Chair

Additional SNP Representative
Name:

Date

Name: Witness

Name: Witness

Date

DEFINITIONS

Canadian Born Status Native

A person that possesses or is entitled to possess a valid Certificate of Indian Status.

Indigenous Learner

A person registered to a First Nation in Canada and who is eligible to participate in the Ontario secondary school system.

International Learner

A person that does not reside in Canada, other than for the purpose of attending the SNP STEAM Academy and who is eligible to participate in the Ontario secondary school system.

Reserve

Means either Six Nations of the Grand River First Nation, Reserve #40 or Mississauga of the New Credit First Nation, Reserve #40A.

Learner Profiles

RESIDENCY	PATHWAY
1. Indigenous Learner lives On-reserve in the Grand Erie District School Board (GEDSB) region.	<p>If Indigenous Learner is entering SNP STEAM Academy (STEAM) from grade 8, the funding follows the learner from the Department of Indigenous Services Canada (DISC).</p> <p>If Indigenous Learner is entering STEAM from grade 9, STEAM must provide Notification of Acceptance and Parental Support (NAPS) to GEDSB.</p>
2. Indigenous Learner lives Off-reserve in the GEDSB region.	<p><i>If Indigenous Learner is entering STEAM prior to the Count Date from grade 8 - funding follows the learner from the Department of Indigenous Services Canada (DISC).</i></p> <p><i>If Indigenous Learner is entering STEAM prior to the Count Date from grade 9, STEAM must provide NAPS to GEDSB.</i></p> <p><i>If Indigenous Learner is entering STEAM after the Count Date, the Indigenous Learner is registered with the GEDSB.</i></p> <p>STEAM must provide NAPS to GEDSB. GEDSB provides an Acknowledgment (ACK) of the learner to STEAM</p>
3. Indigenous Learner lives on-reserve but is from another Ontario school board.	<p><i>If Indigenous Learner is entering STEAM prior to the Count Date from grade 8 - funding follows the learner from the Department of Indigenous Services Canada (DISC).</i></p> <p><i>If Indigenous Learner is entering STEAM prior to the Count Date from grade 9, STEAM must provide NAPS to GEDSB.</i></p> <p><i>If Indigenous Learner is entering STEAM after the Count Date, the Indigenous Learner is registered with the GEDSB. STEAM must provide NAPS to GEDSB. GEDSB provides an Acknowledgment of the learner to STEAM.</i></p>
4. Indigenous Learner lives off-reserve and is transferring from another school board.	<p>Indigenous Learner is registered with the GEDSB.</p> <p>STEAM provide NAPS to GEDSB.</p> <p>GEDSB provides STEAM with acknowledgment of the learner.</p>
5. A Canadian Born Status Native is returning from the USA.	Depending on the circumstance, any of the four previously defined profiles could apply.
6. Non-Indigenous Learner lives in the GEDSB region and is currently registered with GEDSB.	<p>STEAM provide NAPS to GEDSB.</p> <p>GEDSB provides acknowledgment of the learner to STEAM.</p>
7. Non-Indigenous Learner lives on-reserve and is currently registered with GEDSB.	<p>STEAM provide NAPS to GEDSB.</p> <p>GEDSB provides acknowledgment of the learner to STEAM.</p>
8. Non-Indigenous Learner resides in the GEDSB region but is NOT registered with GEDSB.	<p>Learner is registered with the GEDSB.</p> <p>STEAM provides NAPS to GEDSB.</p> <p>GEDSB provides an acknowledgment of the learner to STEAM.</p>
9. INTERNATIONAL LEARNER	<p>The student registers with STEAM.</p> <p>STEAM charges the applicable International Fee.</p>



Present: Brantford Collegiate Institute & Vocational School, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Paris District High School, Pauline Johnson Collegiate & Vocational School, Simcoe Composite School, Tollgate Technological Skills Centre, Valley Heights Secondary School and Waterford District High School

Regrets: North Park Collegiate & Vocational School

Student Trustees: Jeriann Hsiao (Representing North)
Leicia Kelly (Representing South)

Director of Education: Brenda Blancher
Chair of the Board Greg Anderson

Teacher Consultant

Student Success/ELearning: Charleen Clark

Recorder: Lisa Howells

1. Welcome – Jeriann Hsiao/Leicia Kelly, Director of Education – B. Blancher and Chair of the Board – Greg Anderson

J. Hsiao and L. Kelly welcomed student leaders, teacher advisors, Greg Anderson (Chair of the Board), and Brenda Blancher (Director of Education) to the meeting.

Director Blancher thanked everyone for attending and teacher advisors for accompanying the students to the meeting and recognized J. Hsiao and L. Kelly for their contributions this year.

Greg Anderson welcomed everyone. He was pleased to see such a high level of engagement in the schools, as it is a very important part of the mission in the Board. He recognized J. Hsiao and L. Kelly for their contributions at the Board table.

2. Suicide Protocol

Grand Erie's Pilyali Bagchee, the Mental Health and Wellness Lead, introduced herself and informed the members she was here to speak to them regarding an item that she is developing, the Suicide Protocol. She indicated she is here to review the draft suicide protocol which is being created for Grand Erie staff and is interested in the Student Senate's opinion. P. Bagchee noted the protocol consists of three parts: mental health, reducing suicidal risks and intervention and post intervention. P. Bagchee indicated she was here to today to speak about the intervention piece.

Small group discussions occurred regarding the road map that has been prepared for Grand Erie staff to support students. The members shared their comments and suggestions with regards to Suicide Protocol road map.



Student Senate Meeting

April 26, 2018

Education Centre, Board Room

P. Bagchee thanked the student leaders for their time and input on this matter.

3. Student Trustee Elections

B. Blancher explained the importance of student voice and thanked J. Hsiao and L. Kelly for their voices at the Board table this year. She enjoyed watching them grow in their roles of student trustees.

The role of Student Trustee was explained by the Director.

For the 2018–19 term, two applications were received from the “South”, two applications from the “North”, and new this year three applications from Indigenous students. An election process was required for the candidates in all three areas.

In order to facilitate the Student Trustee elections, the Student Senate members and Student Trustee applicants from the specific areas were moved to alternate rooms:

- North moved to the Brant Room accompanied by Student Trustee Hsiao and Teacher Consultant Charleen Clark,
- Indigenous moved to the Norfolk Room accompanied by Director Blancher,
- while the South remained in the Board Room with Student Trustee Kelly and Executive Assistant Lisa Howells.

Brief Introductions from Student Trustee Candidates for 2018-19

The candidates provided background information about themselves and summarized why they want to be a Student Trustee. The candidates fielded questions from the student leaders.

Election Results

- **Alexandra Hauser** was declared elected as the Grand Erie South Student Trustee
- **Jayden Hsiao** was declared elected as the Grand Erie North Student Trustee
- **Allan St. Pierre** was declared elected as the Grand Erie Indigenous Student Trustee

Student Trustees were congratulated.

All applicants were applauded for their interest and willingness to run in the election.

4. School Round Table Discussion

The students participated in an open forum discussion to share the following:

Dances / Semi Themes

- SCS - Winter Wonderland – kept it simple – cake pops, student DJ
- WDHS – Starry Night, hired photo booth – photos were saved on H: drive for students to access
- DDHS – Elegance
- DSS – Gatsby
- MPPS – True North for Canada 150



Student Senate Meeting

April 26, 2018
Education Centre, Board Room

Prom Themes

- WHDS – Night in Paris
- SCS – Around the World
- PJVC – Rustic Romance

End of Year Activities

- HSS – year end assembly, BBQ proceeds go to Relay to Life
- SCS – fun week – during lunch, free BBQ, run big Cahoots Game, sponge boards, pie in the face (charity – teachers),
- DDSS – school assembly, grad breakfast, baseball – student v teacher, fun day, feeder school dance
- WDHS – fun day during track and field, grade 8 dance, large beach ball soccer
- VHS – spring carnival, volleyball, baseball, pie in the face, year-end assembly
- DSS – colour wars and different events, Karaoke, pie in the face
- PDHS – pancake breakfast and small activities to ease stress
- DSS – puppy day during exams

MPSS asked other schools how to get their students to attend? SCS responded that their Semi-formal was well attended and could have been successful due to personal invites instead of just flyers etc. PDHS holds a pep rally every semester and advertise at those events, WDHS gets something big that people want.

Student Council requirement - How does application work? Who is eligible?

- PDHS – open thing – you make the commitment yourself – still have executive roles
- WDHS – applications for executive positions only – once a week meeting and anyone who wants to participate can attend once a month
- DDHS – forms if you want a role in council, election glow dance to announce winners
- VHS – very voluntarily, most executive members are acclaimed
- SCS – most are acclaimed

Student Council Forms that need to be completed, what do they look like?

- Applicants require two students to nominate them and list why they want the position
- Student puts their name forward, they need multiple endorsements to be nominated and the decision is determined outgoing Prime Minister and teacher advisors

Student Council - How does election work?

- WDHS – incorporated voting this year, will do speeches and ballots completed during the assembly
- VHSS – considering move to co-president
- Most of the smaller school positions are acclaimed.



Student Senate Meeting

April 26, 2018

Education Centre, Board Room

Indigenous Clubs – how are they formed, what activities take place

- DDHS – native student committee, native council meetings
- CSS – Brock trips, fun days, scones and baguette (Indigenous students and bring a non-indigenous student)
- BCI – club has decreased but when they meet they discuss issues
- MPSS – started a new club in first semester, currently don't have a teacher advisor
- WDHS – meet once a week and attend the Brock trip, formed a lacrosse team
- TTSC – lunch room, teach non-Indigenous students about their culture, a prayer in the morning, planning an aboriginal day. Social and teaching

BCI – spoke about Shannen's Dream and will be organizing a walk and more details will become available.

Student Trustees encouraged student leaders to share the minutes with their Student Councils to learn what other schools are successfully doing.

J. Hsiao and L. Kelly thanked everyone who attended, those candidates who put their name forward and congratulated the new trustees for 2018-19.

The meeting was adjourned at 1:30 p.m.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Student Trustee Selection 2018-19**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2018-19: Grand Erie North: Jayden Hsiao Grand Erie South: Alexandra Hauser Grand Erie Indigenous: Allan St. Pierre</p>
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Background

In accordance with Bylaw 29 - Student Trustees, correspondence was forwarded to secondary school principals in February inviting applications for the position of student trustee for the Grand Erie District School Board. Seven responses were received from the invitation, two from the North (Brantford and Brant County), two from the South (Haldimand and Norfolk) and three from the Indigenous student population of the Board.

All student trustee candidates attended the Student Senate meeting held on April 26, 2018.

It was necessary to follow the selection process and hold an election for all groups as outlined in Bylaw 29.

Alexandra Hauser, a student at McKinnon Park Secondary was declared elected as student trustee for the South, Jayden Hsiao, a student at Brantford Collegiate Institute was declared elected as student trustee for the North and Allan St. Pierre, a student at Tollgate Technical Skills Centre was declared elected as Indigenous student trustee.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **MISA Update**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the MISA Update as information

Background

MISA (Managing Information for Student Achievement) was established by the Ministry of Education in 2005 for the purpose of building capacity to use data to improve student achievement by:

1. Improving provincial data quality and setting standards for data integrity; implementing data collection (OnSIS) processes; integrating multiple sources of data for research, analysis & reporting
2. Improving data management practices in school boards, promoting and supporting evidence-informed decision-making, increasing data analysis skills

Funding for this initiative is provided through the Grants for Student Needs (GSNs). Every school board is required to designate one MISA Leader. MISA Leaders are required to participate in one of seven MISA Professional Network Centres [PNC] across the province. Our PNC consists of the 16 school boards in the Ministry's geographic "London Region". MISA Leaders work together in their PNC to benefit all school boards (<http://misalondon.ca/>). The seven provincial MISA PNC Executive Leads work together with the Ministry to shape and support the MISA

The Ministry has identified four priority funding areas for MISA:

1. Build and sustain capacity by continuing work on high priority common core activity(s) to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum (January 2006).
2. Create more collaboration at the classroom, school, board, and/or PNC level(s) in activities related to identifying, analysing, implementing, monitoring, and/or evaluating targeted improvement strategies/initiatives.
3. Promote prioritized availability and usability of information for end-users (e.g. teacher, principal, superintendent), while having regard for privacy protection.
4. Data quality management (DQM) projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS)

Additional Information

In 2017-2018 Grand Erie's priorities aligned with areas 1, 2 and 3:

Priority 1:

- Advance data management and statistical modelling training for System Research Leader
- Analysis and reporting of various data sets (including EQAO, report card, socio-demographics)

Priority 2:

- System Research Leader conducted multiple workshops on data literacy and Results Based Accountability with various groups (i.e. Elementary Program Team, High Improvement in Performance (HiP) Schools principals, Native Advisory Committee)
- Ongoing monitoring of the Education Technology Initiative
- Supporting evaluations of Gifted Screen process in Special Education and Food Security in HiP schools
- Provide support for board staff from various departments (Elementary Program, Student Success, Indigenous Education) to attend two regional MISA events – Innovation Day and Learning Symposium: Creating Conditions for Excellence

Priority 3:

- Creation of online, interactive reports for senior administration. Data sets include EQAO, report card, credit accumulation and suspension data
- Piloting online reports for school principals
- Power BI training for IT staff and System Research Leader

The MISA Leader will continue to work within Grand Erie on the MISA priorities as set out by the Ministry of Education.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Data Report – Learner Intervention Tracking for Excellence (LITE)**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive “Data Report – Learner Intervention Tracking for Excellence (LITE) as information

Background

Grand Erie continues to partner with Cardinal Software Systems Inc. to implement the Learner Intervention Tracking for Excellence (LITE) electronic software system. Through the use of the LITE platform, custom modules are created to process a variety of information that is generated into the appropriate forms and electronic paperwork.

LITE allows school administrators to monitor the data generated at their school, however the data can be extracted from the school or the system level depending on purpose or need.

Additional Information

Below is an overview of the LITE modules currently being used in Grand Erie.

Individual Education Plan Writer (IEP Writer)

Individual Education Plans are created in LITE. Alternate Report Cards and Transition Plans, are also part of the IEP Writer module.

- | | | |
|----------------------|---|-------------------|
| • 2014 - 2015 | → | 5,079 active IEPs |
| • 2015 – 2016 | → | 5,192 active IEPs |
| • 2016 –2017 | → | 5,257 active IEPs |
| • 2017 – Feb 28 2018 | → | 5,338 active IEPs |

Interventions

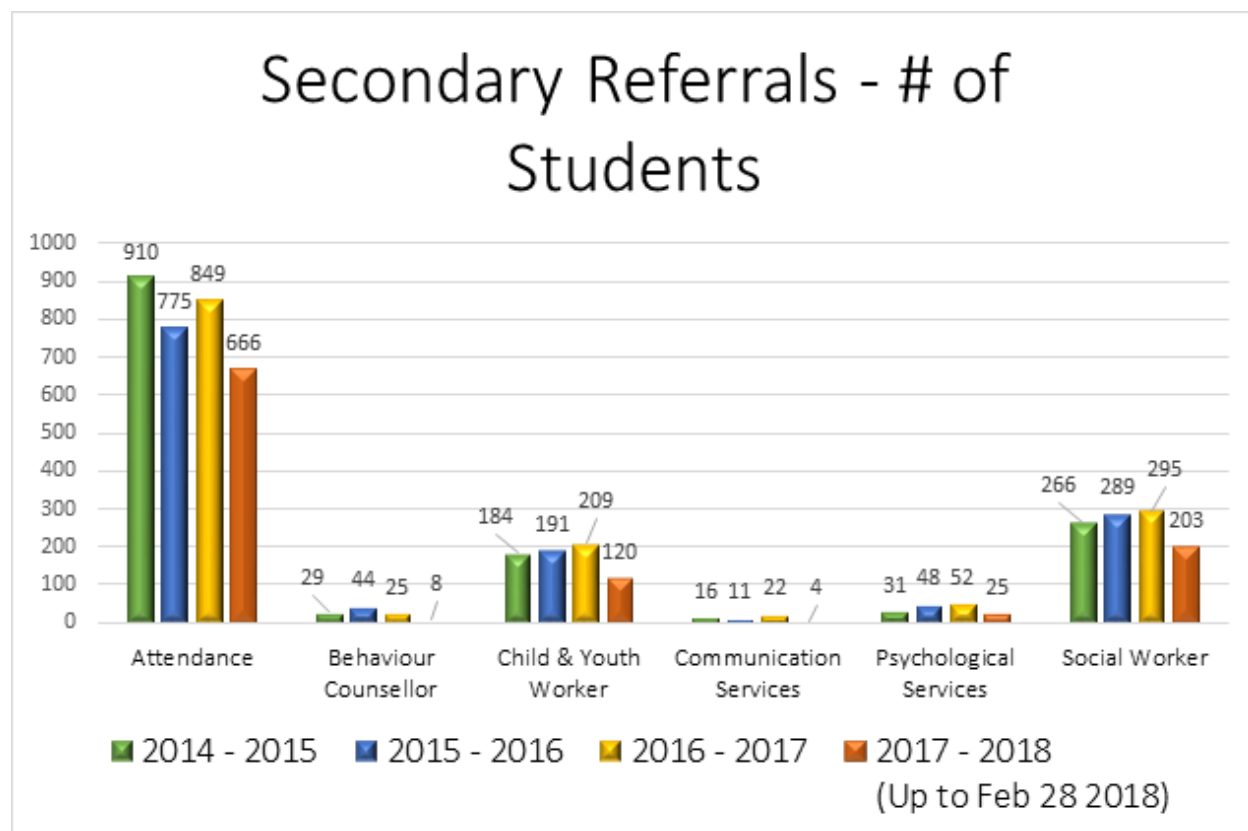
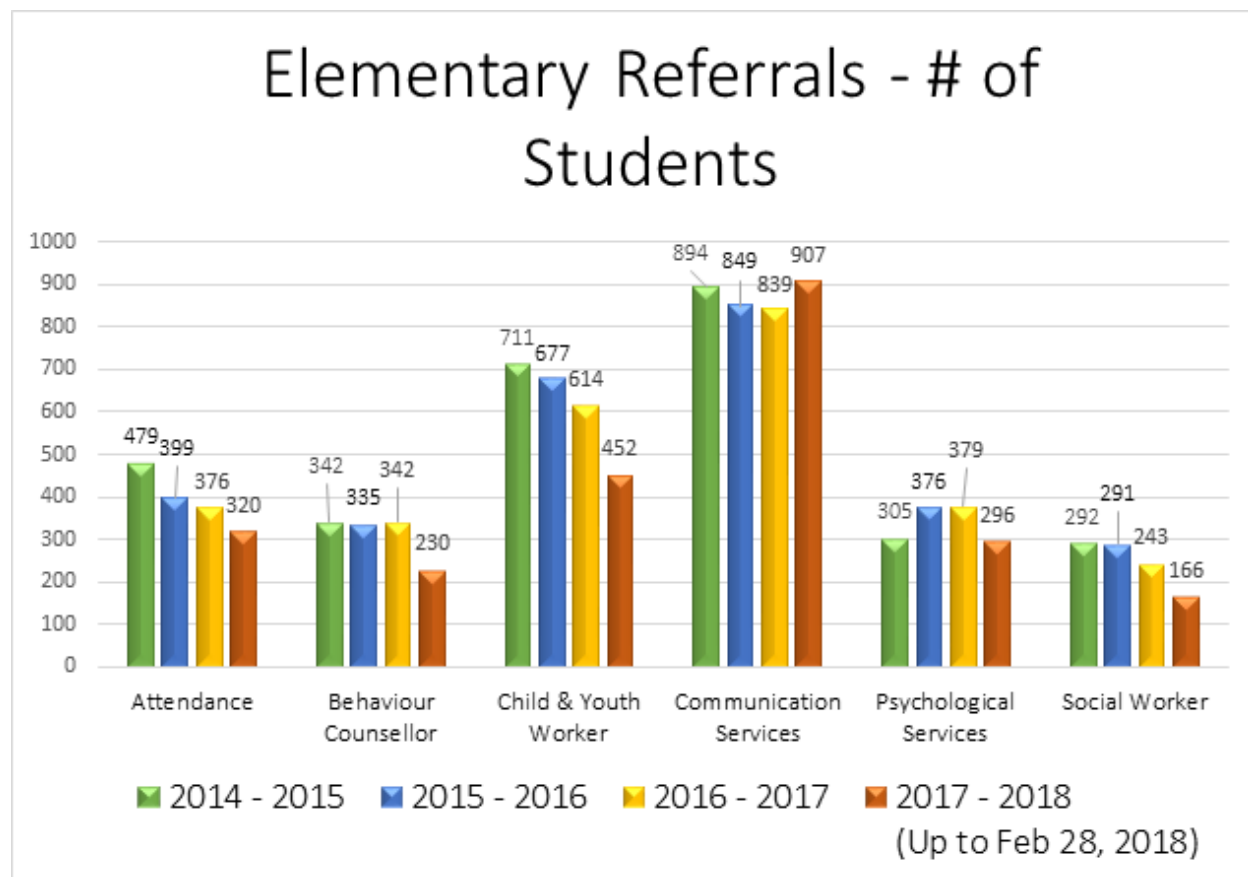
Professional Support Services Personnel (PSSP) Referral Data

The numbers shown for 2017 – 2018 do not represent the entire school year.

Total Number of Referrals and Total Number of Students By Discipline

2014 -2015						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2018	387	919	928	340	577	5169
# of Students						
1389	371	895	910	336	558	4459
2015 - 2016						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1817	386	881	876	441	587	4988
# of Students						
1174	379	868	860	424	580	4285
2016 - 2017						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1948	371	836	862	444	545	5006
# of Students						
1225	367	823	861	431	538	4245
Sept 1 2017 – Feb 28 2018						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1460	247	631	918	321	377	3954
# of Students						
986	238	572	911	321	369	3397

Total Number of Referrals for Elementary and Secondary Schools



Cumulative student profiles

- 2016-2017 3972 student profiles were created
- 2017-2018 5507 open student profiles

Meeting Management (MMM Module)

2014 – 2015	→	2,275 IPRCs
2015 – 2016	→	2,255 IPRCs
2016 – 2017	→	2,189 IPRCs
2017 – Feb 28 2018	→	2,125 IPRCs

Supervised Alternative Learning (SAL Module)

- 319 SAL Plans were submitted in 2016-2017
- 95 SAL Plans have been submitted this year to date

Student Support and Transportation Plans (SSTP Module)

Student Support Plans (both school based and transportation) ensure that the primary medical concerns of particular students are recorded including triggers and signs of medical concern and the communication protocol and action required if a health related incident should occur.

- 2016-2017 443 Support Plans were created, 327 Support Plans School, 116 Support Plans Transportation
- 2017-2018 468 Support Plans have been created this year to date, 362 Support Plans School, 106 Support Plans Transportation

Special Education Export (SPEX Module)

The SPEX module includes information about number and type of self-contained classroom settings and numbers of students enrolled in each class.

Special Education Classrooms 2017-2018

Elementary Self-Contained Classrooms		Secondary Self-Contained Classrooms	
Type of Class	Number	Type of Class	Number
Multi-Handicap	2	Multi-Handicap	3
Junior LD Tech	2	On Track (sections)	2
Strategies (Behaviour)	7	Developmental Disability	10
Developmental Disability	8	Mixed Exceptionality, Fully Contained	10
Gifted	2	Mixed Exceptionality, Partially Integrated	4
Mild Intellectual Disability	4	Autism	3
Mixed Exceptionality	3		
Autism	9		
Deaf/Hard of Hearing	1		

Student Services Forms Module

The Student Services Forms module continues to provide support staff with the ability to review student profile. enables authorized personnel to electronically create, administer, update, query and report on the services that are provided to the student. The SSF module provides a student profile - a dashboard - that offers a powerful tool to view at a glance which services have been provided to the student.

New Lite Processes 2017-2018

Special Education Referrals

Special Education referrals are submitted to access support from System Learning Resource Teachers (ASD, LD, Intellectual Disabilities), Itinerant Teachers (Self-regulation, Differentiation, Deaf/hard of hearing), and Lead Educational Assistants. Referrals can be for individual student support or classroom based support. As of February 28, 2018, there have been 765 referrals to Special Education Support Staff this school year.

New Modified and Alternative Report

This new report will display a list of Modified and/or Alternative programs for each student in a school.

Multiple Exceptionality Report

This new report will list the students with exceptionalities associated with the Multiple Exceptionalities category.

Spec Ed (no IEP) Report

This new report will list the student with a Spec Ed Services record.

Behaviour/Safety Plan

A Behaviour Plan is an individualized plan that is implemented by staff in situations where prevention and intervention strategies are required. A Behaviour Plan can include a Safety Plan for crisis-response when current strategies have been unsuccessful in preventing behaviours that present an immediate risk of injury to staff and/or students. The Safety Plan details specific actions for staff to minimize or prevent injury.

Student Profile Support Form

The Student Profile Support Form has been enhanced with additional fields to provide transition fields for students moving from Elementary to Secondary schools, it provides a snapshot summary of a student.

Student Dashboard

Each student has a dashboard where you can see the student demographic data, information from other modules within LITE such as IEP, Intervention Referrals, and Meeting Management Module. The dashboard lets you create new forms, view forms, edit forms and edit the status of the forms.

IEP Writer

A new search option is available to search for IEPs that need to be addressed after a meeting has been completed in the Meetings In Process section.

SEA Module

Presently in the initial stages of the pre-build process in the SEA Module, six schools will Pilot the module before board wide roll out in fall of 2018. During the pre-build process, schools will record equipment in the SEA field on the IEP that will be later converted to the SEA inventory system.

Phase 1 functionality of the SEA Module includes:

- Requests for SEA Equipment
- SEA Request Approval
- SEA Requests Process including:
 - o Equipment Assignment
 - o Equipment on Order
 - o Transfer
 - o Setup Request
 - o Training Request
 - o Trial Results
 - o SEA Claim confirmation
- Equipment Records
- SEA Receipts
- SEA Transfers
- SEA Claims Report/Export
- Automatic update of IEP with SEA Equipment

The Information Technology department continues to work collaboratively with the Special Education team to create the technological conditions that will allow student data from our student information system to link directly to the LITE platform. Currently various scenarios are being tested to determine the effectiveness of the process.

Grand Erie Multi-Year Plan

This report supports the Technology indicator of Success for Every Student and the following statement: we will optimize our data systems to ensure that information is accurate, reliable and easily accessible.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Community Planning and Facility Partnership – Annual Facility Status Report**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

Background

As stated in Policy FT11 – Community Planning and Facility Partnership, the Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. The Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board. This Annual Status Report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings.

Schools Suitable for Facility Partnerships –Unused space

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

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

The tables in the appendix illustrate each school's capacity and projected enrolment for the current, five, ten and fifteen-year time frame. The tables highlight schools that are or are expected to be at 60% utilization or less and schools that are or are expected to have 200 or more excess pupil places in the same time frame. The data in the tables highlights that Pauline Johnson C & VS has met the 200 excess pupils and 60% utilization criteria; however, since the facility is located in an area identified for an accommodation review within the next five years, it will not be advertised as space that can accommodate a partnership.

The following schools appear to meet the above criteria with both 60% or less utilization and 200 or more excess pupil places for at least the next five years. The year in which they met the criteria is listed in parentheses.

- Cayuga Secondary School (2016, 2017)
- Dunnville Secondary School (2016, 2017)
- Hagersville Secondary School (2016, 2017)
- Tollgate Technological Secondary School (2017)
- Waterford District High School (2017)

Schools Suitable for Facility Partnerships –New Construction:

Current approved capital projects and projects planned for the future should consider the opportunity for co-building with community partners to optimize the benefits to the public.

The current construction to build a new school in Dunnville site includes purpose built space to accommodate child care and an Early ON centre. The re-development of Elgin Avenue PS includes a significant portion of space dedicated to child care and an Early ON centre. Finally, Hagersville SS is currently in the conceptual development phase to convert four classroom spaces into a child care space for September 2019.

Planned growth schools in Southwest Brantford and Caledonia will continue to be considered for co-building opportunities wherever possible. The planning for a school in Southwest Brantford (Shellard Lane) includes co-building with the City of Brantford and the Brantford Public Library Board to construct a school, a community centre and a public library in one building with shared access to adjacent sports fields. While the 2017 Capital Priority submission was not successful, the feedback from the Ministry of Education regarding the details of the project was positive.

Another Capital Priority submission was also sent to the Ministry of Education regarding a co-build in Caledonia in September 2017; however, the submission was not approved. The original scope of the project was a submission with the Brant Haldimand Norfolk Catholic DSB in establishing a joint elementary school in the McClung Road development in Caledonia. To date, there has been no interest expressed in child care or other municipal partnerships in this facility.

Facility Partnership Liaison:

Using specific funding provided by the Ministry, the Board engaged a consultant, Lynn Hewitt, to act as Facility Partnership Liaison. Lynn's role is to act on behalf of the Board working with our communities to find appropriate partners for our schools.

At the November 27, 2017 Board Meeting, a Facility Partnership Liaison Update report was brought forward highlighting the details of Lynn's work to promote, market and find suitable tenants for our available spaces.

Our success over the last two years has yielded marginal results. Although the board did secure a tenant in the Spring of 2018 (a local driving school) who provides programming that aligns well with education, there does not appear to be as many opportunities as once thought when the partnership strategy was developed. The board has received valuable feedback from the community member but through the collection of information, there appears to be four major barriers to entry:

- Costs
 - The current costing model aligns with the benchmark amount the Ministry funds the Board for the School Operations Allocation. This calculates to approximately \$10.00 per square foot the Board has received feedback that the costs are too high and also that the space should be offered at no cost.
- Permits
 - Certain potential partners will require business permits within school-zones and there may be costs and restrictions in place that could prevent or hinder a for-profit business.
- Transportation issues/location
 - Many of the locations the Board has advertised as surplus space are not near major transportation hubs or the locations are too remote for certain businesses to justify establishing operations
- Leasehold expenditures
 - Many of our classrooms need to be renovated in order to align the space to the needs of the potential partner. These improvements are very expensive and become a prohibitive investment for a business looking to generate a profitable enterprise.

It is apparent that the barriers mentioned above continue to prevent the board from finding ideal partners. In many circumstances, the prospective tenant is faced with logistic issues such as size of space, location of entrances, location of convenient bathrooms, parking and access times.

The Accommodation Review was completed more than four years ago and although there has been a great deal of interest from many different community partners, the expected quantity of partnerships has not materialized, especially in Hagersville and Cayuga. The Board will need to consider what additional steps can be taken to reduce the quantity of unutilized space for the future.

Communication with Community:

As set out in FT11, we have invited community partners from each municipality to a meeting to share information. On May 24th, 2018 representatives from each of the municipalities in Grand Erie will attend the meeting to review current concept. Grand Erie will be represented by Rafal Wyszynski, Michelle Le Dressay and Lynn Hewitt.

We are prepared to share information about:

- our long term accommodation forecast and key population/demographic statistics
- our recently updated recommendation from the Quality Accommodations committee
- our plans for future accommodation reviews
- our plans to address growth from residential development
- space in our schools available for facility partnerships
- Opportunities for co-builds
- Ministry strategy and vision for partnerships

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following goal: We will make the best use of space in schools.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board

Elementary School Enrolment and Utilization

	On-The- Ground Capacity	Enrolment			
		Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brant North Elementary					
Cobblestone ES	536	501	497	557	655
Glen Morris Central PS	222	170	140	140	147
North Ward PS	504	377	355	346	370
Paris Central PS	259	170	169	180	207
St George-German PS	479	403	393	410	467
Total	2,000	1,621	1,554	1,633	1,846

Capacity Utilization			
Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
93%	93%	104%	122%
77%	63%	63%	66%
75%	70%	69%	73%
66%	65%	69%	80%
84%	82%	86%	97%
81%	78%	82%	92%

Surplus Spaces			
Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
35	39	(21)	(119)
52	82	82	75
127	149	158	134
89	90	79	52
76	86	69	12
379	446	367	154

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brant South Elementary					
Burford District ES (formerly Burford DHS)	541	489	568	580	565
Mount Pleasant PS	236	219	205	197	198
Oakland-Scotland PS	225	157	152	146	145
Total	1,002	865	925	923	908

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
90%	105%	107%	104%
93%	87%	83%	84%
70%	68%	65%	64%
86%	92%	92%	91%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
52	(27)	(39)	(24)
17	31	39	38
68	73	79	80
137	77	79	94

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brantford Central Elementary					
Dufferin PS	380	409	431	394	418
Graham Bell-Victoria PS	305	174	139	145	166
Grandview PS	288	182	206	206	221
James Hillier PS	314	298	282	254	255
Lansdowne-Constain PS	328	267	253	227	235
Prince Charles PS	300	178	192	193	195
Total	1,915	1,508	1,503	1,419	1,490

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
108%	113%	104%	110%
57%	46%	48%	54%
63%	72%	72%	77%
95%	90%	81%	81%
81%	77%	69%	72%
59%	64%	64%	65%
79%	78%	74%	78%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
(29)	(51)	(14)	(38)
131	166	160	139
106	82	82	67
16	32	60	59
61	75	101	93
122	108	107	105
407	412	496	425

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brantford East Elementary					
Central PS	190	196	210	182	175
Echo Place PS	213	150	157	153	153
King George PS	412	302	304	299	309
Major Ballachey PS	400	343	294	272	284
Onondaga-Brant PS	190	199	201	203	211
Woodman-Cainsville PS	236	310	365	396	432
Total	1,641	1,500	1,531	1,505	1,564

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
103%	111%	96%	92%
70%	74%	72%	72%
73%	74%	73%	75%
86%	74%	68%	71%
105%	106%	107%	111%
131%	155%	168%	183%
91%	93%	92%	95%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
(6)	(20)	8	15
63	56	60	60
110	108	113	103
57	106	128	116
(9)	(11)	(13)	(21)
(74)	(129)	(160)	(196)
141	110	136	77

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brantford North Elementary					
Banbury Heights PS	469	373	373	374	366
Brantlyn PS	426	314	273	267	264
Brier Park PS	363	325	290	266	252
Cedarland PS	348	259	242	238	234
Centennial-Grand Woodland PS	326	215	186	179	178
Greenbrier PS	303	215	209	198	195
Russell Reid PS	377	303	350	390	434
Ecole Confederation	547	614	666	663	674
Total	3,159	2,618	2,589	2,575	2,597

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
80%	80%	80%	78%
74%	64%	63%	62%
90%	80%	73%	69%
74%	70%	68%	67%
66%	57%	55%	55%
71%	69%	65%	64%
80%	93%	103%	115%
112%	122%	121%	123%
83%	82%	82%	82%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
96	96	95	103
112	153	159	162
38	73	97	111
89	106	110	114
111	140	147	148
88	94	105	108
74	27	(13)	(57)
(67)	(119)	(116)	(127)
541	570	584	562

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brantford South Elementary					
Bellview PS	308	221	321	404	557
Princess Elizabeth PS	294	198	157	151	144
Total	602	419	478	555	701

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
72%	104%	131%	181%
67%	53%	51%	49%
70%	79%	92%	116%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
87	(13)	(96)	(249)
96	137	143	150
183	124	47	(99)

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Brantford West Elementary					
Agnes G Hodge PS	492	421	394	394	440
Ryerson Heights ES	593	578	553	780	1,296
Walter Gretzky PS	498	673	811	932	960
Total	1,583	1,672	1,758	2,106	2,696

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
86%	80%	80%	89%
97%	93%	132%	219%
135%	163%	187%	193%
106%	111%	133%	170%

Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
71	98	98	52
15	40	(187)	(703)
(175)	(313)	(434)	(462)
(89)	(175)	(523)	(1,113)

Grand Erie District School Board

Elementary School Enrolment and Utilization

	On-The- Ground Capacity	Enrolment				Capacity Utilization				Surplus Spaces			
		Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Haldimand East Elementary													
Fairview Avenue PS	423	261	380	368	378	62%	90%	87%	89%	162	43	55	45
Grandview Central PS	199	123	0	0	0	67%	-	-	-	-	-	-	-
Thompson Creek ES	547	505	495	475	465	92%	90%	87%	85%	42	52	72	82
Total	1,169	889	875	843	843	76%	90%	87%	87%	280	294	326	326

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Haldimand North Elementary													
Caledonia Centennial PS	366	334	369	496	698	91%	101%	136%	191%	32	(3)	(130)	(332)
Oneida Central PS	213	246	210	187	197	115%	99%	88%	92%	(33)	3	26	16
River Heights ES	668	531	463	435	443	79%	69%	65%	66%	137	205	233	225
Total	1,247	1,111	1,042	1,118	1,338	89%	84%	90%	107%	136	205	129	(91)

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Haldimand South Elementary													
J L Mitchener PS	420	302	318	341	359	72%	76%	81%	85%	118	102	79	61
Rainham Central PS	297	238	212	203	212	80%	71%	68%	71%	59	85	94	85
Seneca Central PS	164	137	121	115	125	84%	74%	70%	76%	27	43	49	39
Total	881	677	651	659	696	77%	74%	75%	79%	204	230	222	185

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Haldimand West Elementary													
Hagersville ES	338	253	273	305	370	75%	81%	90%	109%	85	65	33	(32)
Jarvis PS	400	297	303	303	321	74%	76%	76%	80%	103	97	97	79
Walpole North ES	236	255	278	284	295	108%	118%	120%	125%	(19)	(42)	(48)	(59)
Total	974	805	854	892	986	83%	88%	92%	101%	169	120	82	(12)

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Norfolk Central-East Elementary													
Elgin Avenue PS	452	252	497	519	532	56%	110%	115%	118%	200	(45)	(67)	(80)
Lynndale Heights ES	442	394	363	363	370	89%	82%	82%	84%	48	79	79	72
Walsh PS	421	383	413	374	385	91%	98%	89%	91%	38	8	47	36
West Lynn PS	337	296	0	0	0	88%	-	-	-	-	-	-	-
Lakewood Elementary PS	593	516	532	553	594	87%	90%	93%	100%	77	61	40	(1)
Total	2,245	1,841	1,805	1,809	1,881	79%	95%	95%	99%	404	440	436	364

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Norfolk North West Elementary													
Bloomsburg PS	268	192	173	165	163	72%	65%	62%	61%	76	95	103	105
Boston PS	233	189	178	164	155	81%	76%	70%	67%	44	55	69	78
Deihi PS	412	420	443	457	469	102%	108%	111%	114%	(8)	(31)	(45)	(57)
Teeterville PS	272	200	179	169	170	74%	66%	62%	63%	72	93	103	102
Waterford PS (formerly A.B. Massecar)	285	341	376	378	395	120%	132%	133%	139%	(56)	(91)	(93)	(110)
Total	1,470	1,342	1,349	1,333	1,352	91%	92%	91%	92%	128	121	137	118

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Norfolk South Elementary													
Courtland PS	294	227	231	218	223	77%	79%	74%	76%	67	63	76	71
Houghton PS	328	295	318	345	346	90%	97%	105%	105%	33	10	(17)	(18)
Langton PS	245	192	170	158	157	78%	69%	64%	64%	53	75	87	88
Port Rowan PS	294	234	198	186	200	80%	67%	63%	68%	60	96	108	94
Total	1,161	948	917	907	926	82%	79%	78%	80%	213	244	254	235

	On-The- Ground Capacity	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031	Oct 2017	2020/ 2021	2025/ 2026	2030/ 2031
Summary All Elementary													
Total Brant County Elementary	3,002	2,486	2,479	2,556	2,754	83%	83%	85%	92%	516	523	446	248
Total City of Brantford Elementary	8,900	7,717	7,859	8,160	9,048	87%	88%	92%	102%	1,183	1,041	740	(148)
Total Haldimand County Elementary	4,271	3,482	3,422	3,512	3,863	82%	80%	82%	90%	789	849	759	408
Total Norfolk County Elementary	4,876	4,131	4,071	4,049	4,159	85%	83%	83%	85%	745	805	827	717
Total Elementary	21,049	17,816	17,831	18,277	19,824	85%	85%	87%	94%	3,233	3,218	2,772	1,225

Grand Erie District School Board

Secondary School Enrolment and Utilization

Brantford/Brant Secondary	On-The-Ground Capacity	Enrolment			
		Oct 2017	2020/2021	2025/2026	2030/2031
Brantford CI & VS	1260	1258	1474	1663	1608
North Park Collegiate	1386	1080	1216	1223	1134
Paris District High	927	800	864	860	848
Pauline Johnson Collegiate	1353	817	822	892	922
Tollgate Tech Skills Centre	684	308	300	287	289
GELA	269	97	171	168	168
Total	5,879	4,360	4,847	5,093	4,969

Capacity Utilization			
Oct 2017	2020/2021	2025/2026	2030/2031
100%	117%	132%	128%
78%	88%	88%	82%
86%	93%	93%	91%
60%	61%	66%	68%
45%	44%	42%	42%
36%	64%	62%	62%
74%	82%	87%	85%

Surplus Spaces			
Oct 2017	2020/2021	2025/2026	2030/2031
2	(214)	(403)	(348)
306	170	163	252
127	63	67	79
537	531	461	431
376	384	397	395
173	98	101	101
1,519	1,032	786	910

Haldimand Secondary	On-The-Ground Capacity	Oct 2017	2020/2021	2025/2026	2030/2031
Cayuga SS	927	477	428	447	428
Dunnville SS	999	400	380	359	361
Hagersville SS	861	468	384	450	471
McKinnon Park SS	558	741	846	834	820
Total	3,345	2,085	2,038	2,090	2,080

Oct 2017	2020/2021	2025/2026	2030/2031
51%	46%	48%	46%
40%	38%	36%	36%
54%	45%	52%	55%
133%	152%	149%	147%
62%	61%	62%	62%

Oct 2017	2020/2021	2025/2026	2030/2031
450	499	480	499
600	619	640	638
393	477	411	390
(183)	(288)	(276)	(262)
1,260	1,307	1,255	1,265

Norfolk Secondary	On-The-Ground Capacity	Oct 2017	2020/2021	2025/2026	2030/2031
Delhi District SS	525	515	510	603	574
Simcoe Composite	1062	699	782	777	814
Valley Heights SS	702	435	543	512	491
Waterford District HS	606	392	352	377	367
Total	2,895	2,041	2,187	2,269	2,246

Oct 2017	2020/2021	2025/2026	2030/2031
98%	97%	115%	109%
66%	74%	73%	77%
62%	77%	73%	70%
65%	58%	62%	61%
71%	76%	78%	78%

Oct 2017	2020/2021	2025/2026	2030/2031
10	15	(78)	(49)
364	280	285	248
267	159	190	211
214	254	229	239
854	708	626	649

Summary All Secondary	On-The-Ground Capacity	Oct 2017	2020/2021	2025/2026	2030/2031
Total City of Brantford & Brant County Secondary	5,879	4,360	4,847	5,093	4,969
Total Haldimand County Secondary	3,345	2,085	2,038	2,090	2,080
Total Norfolk County Secondary	2,895	2,041	2,187	2,269	2,246
Total Secondary	12,119	8,486	9,072	9,452	9,295

Oct 2017	2020/2021	2025/2026	2030/2031
74%	82%	87%	85%
62%	61%	62%	62%
71%	76%	78%	78%
70%	75%	78%	77%

Oct 2017	2020/2021	2025/2026	2030/2031
1,519	1,032	786	910
1,260	1,307	1,255	1,265
854	708	626	649
3,633	3,047	2,667	2,824



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Grandview Central and Fairview Avenue Transition Committee Report**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Grandview Central and Fairview Avenue School Transition Committee Report as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board name the new Dunnville Elementary school _____.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board disband the Grandview Central And Fairview Avenue Transition Committee.

Background

Policy FT9 – Transition Committees states that a Transition Committee be established when schools are being reorganized as a result of a school closure.

Policy FT3 – Naming of Schools states that the Board shall determine when naming of a new school or renaming of an existing school is required. Renaming could be a consideration as a result of a school consolidation.

Additional Information

The Grandview Central and Fairview Avenue School Transition Committee was comprised of:

Board Personnel

Linda De Vos, Superintendent of Education
James Richardson, Trustee
Elaine Roberts, Executive Administrative Assistant

Grandview Central Public School

Tom Fitzsimmons, Principal
Lori Booker-Battle, Teacher
Ian and Laura Fletcher & Suzanne Austin, Parents

Fairview Avenue Public School

Charlotte Morphet, Principal
Lisa Dunham, Teacher
Danielle Lipson, Parent

The Grandview Central and Fairview Avenue Transition Committee met on four separate dates:

- February 6, 2018
- March 6, 2018
- April 5, 2018
- May 7, 2018

The following items were addressed at the meetings:

- Transition of resources, furniture, staff and students
- Open House for Grandview Central and Fairview Avenue

There was an Open House held at both Grandview Central Public School and Fairview Avenue Public School on Saturday April 21, 2018 from 1:00 – 3:00 pm in lieu of a closing ceremony, to celebrate the history and life of the schools.

On March 5, 2018 Trustees approved a request by the Grandview Central/Fairview Avenue Transition Committee for consideration of a name change at the new school site in Dunnville. The policy includes a 60-day period for community input. The process was initiated on March 6, 2018 and ended on May 7, 2018 at noon.

The Transition Committee met on May 7, 2018 to consider the 65 submissions from students, staff, parents and community members. Each submission was accompanied by a rationale, which formed part of the Committee's deliberations. Several additional factors were also taken into consideration to assist with the narrowing of the 49 different names. The new name must not be the name of a:

- Current, or past school;
- Business, or team in Dunnville;
- Person of significance, as it would be difficult to choose just one;
- Single historical moment; or,
- School in Grand Erie District School Board.

Using these criteria as a guide, the Transition Committee was able to quickly reduce the list to ten names and, then three representatives (Principal, Teacher, Parent) from each school voted to further reduce the list.

Recommendations

The Transition Committee proposes three new names for consideration by Trustees:

- Grand River Elementary School
- Mapleview Elementary School
- Willow River Elementary School

The rationale for each choice is the following:

Grand River Elementary School – The name Grand River Elementary School was submitted based on the geographic location of the Grand River; the connection to the school board name; the Grand River being designated a Canadian Heritage River; a past Dunnville school being named after another body of water; and the “harmony” of the name as it has a nice ring to it.

Mapleview Elementary School – The compound name Mapleview was submitted to acknowledge a new beginning and to honour the past. “Maple” is taken from Maple Creek; and, “view” is currently in both school names. It was further suggested that the Mascot could be the Mapleview Mudcats.

Willow River Elementary School – In our region, there are very important connections to the Grand River, both native and non-native. Traditionally, some First Nations referred to the Grand River as “Willow River” for the many willow trees in its watershed. Willows are also a great symbol of flexibility, adaptability and strength, all important traits for the success of merging two schools into one. The colours of the Willow tree are also symbolic of our journey: brown for the stability, structure and support, the strength to meet the challenges of our new school, and green for growth, learning and harmony.

Following the recommended action to name the New Dunnville school, it is also recommended that the Grandview Central/Fairview Avenue Transition Committee now be disbanded.

Next Steps

The Trustees’ choice of name will be circulated to all stakeholder groups.

Grand Erie Multi-Year Plan:

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Elgin Transition Committee Report**
DATE: May 14, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the “Elgin Transition Committee Report” as information.
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Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board disband the Elgin Transition Committee.
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Background

On October 24, 2016, Grand Erie Trustees approved for Elgin Avenue P.S. to “Apply to the Ministry of Education for Capital Funding Approval to redevelop the current school including additional classroom space to accommodate current Elgin Avenue and West Lynn students”. It was determined that students could not remain on the Elgin site during construction, and that Elgin students would re-locate to Lynndale for the 2018-19 school year.

Subsequent to that decision – on January 15, 2018 – Trustees approved the establishment of a transition committee to provide input into the re-location of Elgin students to Lynndale for the 2018-19 school year, while Elgin is under construction. The transition committee was constituted in accordance with Policy FT9 – Transition Committees.

Additional Information

The Elgin Transition Committee consisted of:

- Sheila Sloat – Elgin parent
- Jessica Smith – Lynndale parent
 - Megan Allen – Lynndale parent (replacement)
- Nicole Auld – Elgin teacher
 - Wanda Backus-Kelly – Elgin alternate
- Diane Clark – Lynndale teacher
- Samantha Nicholson – Elgin principal
- Bill Valoppi – Lynndale principal
- Rob Weber – West Lynn principal
- Nancy Norton – Elgin/Lynndale Vice-Principal
- Rita Collver – Trustee
- Heather-Jo Causyn – Recording Secretary
- Wayne Baker – Chairperson

The committee met on February 6, February 23 and March 19, 2018, discussing the following items:

- Combining two student populations
- Staffing process
- Welcoming activities
- Transportation of current Elgin students during 2018-19
- Space challenges at the Lynndale site – parking, gymnasium, lunchroom, library, computer lab, traffic
- Washroom facilities at Lynndale during 2018-19
- Portables on the Lynndale site – location and impact
- Breakfast/snack programs
- Storage/transfer/disposal of Elgin materials

Committee Recommendations

The Elgin Transition Committee recommends THAT:

- Additional washroom facilities be made available at Lynndale during the 2018-19 school year
- Elgin classroom technology be transported for use at Lynndale
- Four busses be utilized in transporting current Elgin students to Lynndale during the 2018-19 school year
- Parent engagement funding for Lynndale during the 2018-19 reflect a total of the amounts normally due to Elgin and Lynndale if the schools were separate
- The Compensatory Education supports currently in place at Elgin be transferred to Lynndale for the 2018-19 school year.

Grand Erie Multi-Year Plan:

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **SO3 – Use of Electronic Communication and Social Media Guidelines**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO3 – Use of Electronic Communication and Social Media Guidelines.</p>

Background

Policy SO3 – Use of Electronic Communication and Social Media Guidelines was circulated to all appropriate stakeholders for comments to be received by April 6, 2018.

Comments Received

1. Comment: Intent of Feedback: To ensure that parents and community members do not use social media as a public platform to express their concerns and negative opinions. Parent issues should be addressed through GEDSB Bylaw BL7. The Board should inform parents that social media accounts (i.e. Facebook) created by individuals and not established by, or administered through, Board administration, should not be permitted. Amendments to policy SO3 should ensure confidential information remains protected and that parents may not use social media to negatively impact the reputation of teachers and other staff or the image of the GEDSB

Response: This Policy is for staff and in some places includes social media use by School Council Chairs; however, this is not a policy for parents and community members. We have Policy SO12 – Code of Conduct that refers specifically to the standards of behaviour for all members of the Grand Erie community in all Board settings. The standards are consistent with the Provincial Code of Conduct as outlined in Policy/Program Memorandum 128 and reference Respect, Civility and Responsible Citizenship.

2. Comment: Second paragraph under **Procedures**, to read as follows:

The use of social media is voluntary. Although accounts do not require Board or school approval, students, parents, School Council representatives and staff are required to inform their school principal when creating an account connected to the school (e.g. a club, group, event, or activity). Any activity that relates to the operation of the Board and/or the education of students is considered the business of the Board. All staff, parents, students, trustees and stakeholders of the Board, including but not limited to School Councils, the Grand Erie Parent Involvement Committee (GEPIC), and the Student Senate, must take this into consideration when using technology to communicate about the business of the Board.

Response: Amended

3. Comment: Under the heading Use of Social Media

Amend first line: Staff, students, parents, and School Council chairs who administer social media accounts...

Amend third bullet: remove the word 'during'

Amend 7th bullet: Use social media to solicit input or feedback on various topics while ensuring privacy and respect for others.

Add a final bullet: • parent opinions and concerns must be addressed through GEDSB Bylaw BL7

Response: Revisions made for the points 2 and 3; however, this policy is to guide staff and School Council Chairs in the use of social media not parents as a whole; BL7-Public Concerns is about concerns only, not about how parents express opinions. We have no jurisdiction around a parent expressing an opinion on social media other than what is reflected in SO12 – Code of Conduct.

4. Comment: Under the section dealing with the violation of this policy, add a bullet:

Enforcement of Bylaw BL7 and request for removal of electronic communication as defined under 'Procedures' in this policy.

Response: BL7 deals with concerns that parents or community members have. It is not referenced in the Procedures section. Request for removal of communication is addressed under "Important considerations . . ." *Users that post social media content that contravenes the Board's values will be required to remove it"*

5. Comment: Suggesting number the policy

Response: bullets removed and numbers added to each section

6. Comment: Important considerations: 6th bullet – suggest it belongs with 11th bullet Is it necessary to always respond?

Response: Agreed – 6th bullet is removed as 11th bullet covers this.

7. Comment: 12th bullet – who makes the determination that a post has contravened Board values? Who asks the person to remove?

Response: It depends on the situation. This could be a Principal, Manager or Superintendent.

8. Comment: 14th bullet – should be for educational purposes – is should a strong enough word

Response: changed to must

9. Comment: When the board finds that a violation – should bylaw 28, Trustee Code of ethics be included in this list?

Response: No, this policy is for staff, students and school councils; if necessary we could add social media expectations to bylaw 28.

10. Comment: Since this Policy is for staff, there is a need to be more explicit about expectations of employees using social media.

Response: A section entitled Employee Use of Social Media has been added with expectations of staff.

11. Comment: Should we mention something about the use of the Board's logo on social media needing approval by someone?

Response: added

12. Comment: On page 1, 2nd para it says “The use of social medial is voluntary and accounts do not require Board or school approval.” Just wondering if board-based accounts should have approval of a supervisor.

Response: It does state that “. . .staff are required to inform their school principal when creating an account connected to the school”; no change required.

13. Comment: Add “both on and off duty” to the 4th paragraph under “Procedures” as behaviour outside of work should be addressed. Educators are held to a higher standard than the general public.

Response: Added.

14. Comment: The list of sanctions following a violation of this policy should include:
Usage of board equipment restricted/removed/deleted.

Response: added

Additional Information

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

Communication Plan

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

Respectfully submitted,

Brenda Blancher
Director of Education



Use of Electronic Communication and Social Media Guidelines

Board Received: _____ Review Date: _____

Policy Statement:

The Grand Erie District School Board recognizes that electronic communication and social media are an effective tool to connect and engage with a wide-range of audiences, including colleagues, students, parents, staff and the community.

The Board recognizes the changing nature of technology and continues to work to remain current while providing staff with increased opportunities for the use of new technologies and applications.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Electronic Communication and Social Media accounts on behalf of the Board, a school, student and/or ~~parent group~~ School Council follow these guidelines

Procedures:

Electronic communication includes social media and other messaging forms that allow users to interact, create, share and communicate information online. Electronic communication includes, but is not limited to, messaging or video chat applications, websites, email, texting and blogging. It also includes social media networking platforms such as Facebook, Twitter, YouTube, Instagram and Snap Chat.

The use of social media is voluntary. ~~and~~ Although accounts do not require Board or school approval, ~~However,~~ students, School Council representatives and staff are required to inform their school principal when creating an account connected to the school (e.g., a club, group, event or activity). Any activity that relates to the operation of the Board and/or the education of students is considered the business of the Board. All staff, students, trustees and stakeholders of the Board, including but not limited to, School Councils, the Grand Erie Parent Involvement Committee (GEPIC), and the Student Senate, must take this into consideration when using technology to communicate about the business of the Board.

A personal account for staff, whether the individual identifies their place of work or not, is considered public. Staff must always consider their professional standards of practice when engaging on social media. Board or school personnel may discuss or address an individual's choice of content when that content is inconsistent with this policy and/or contradicts the Board's vision of Success for Every Student.

Each time staff communicate, they shape public opinion about themselves, their profession, their school, the Grand Erie District School Board and public education. Statements such as, "Tweets are my own and do not reflect my employer's views" do not hold true. Staff must use sound judgement and due care when using social media both on and off duty.

Use of Social Media to Support School Initiatives, Events and Activities

Staff, students, or School Council Chairs who administer social media accounts on behalf of a student group, a School Council, or an official school/board group, club, event or activity should abide by the following: ~~these best practices.~~

1. Any use of the Grand Erie official logo on social media must follow Bylaw 19 – Use of Board Logo and Grand Erie Name.
2. Social media can be used to promote events – before, during or after-the-fact.
3. Social media can promote public education and can positively impact Grand Erie's reputation.
4. Social media can be used to communicate ~~during~~ day-to-day activities as well as emergency situations.
5. Content on a website can be repurposed through social media.
6. Social media can be used to promote meetings, decisions and actions or to highlight achievements or accomplishments.
7. Use social media as a tool for collaboration and two-way communication.
8. Use social media to solicit input or feedback on various topics ~~while ensuring privacy and respect for others.~~
9. Retweet/share information that promotes student, parent, staff or community engagement, including information you feel is relevant to these groups.

Important considerations when using Social Media

1. Respect others.
2. Maintain confidentiality and privacy.
3. Be clear, factual and accurate. Correct mistakes.
4. Understand your personal responsibility with respect to the content created and/or shared. Ensure that you have permission to share the personal information of others.
5. Consistently monitor and stay current with social media trends and activity.
- ~~6. Address comments. Be thoughtful and respond in a timely manner.~~
7. Build community. Try to be positive and add value to the conversation.
8. Understand that nothing is private. The comments and information you share is public and you are responsible for what you say.
9. Avoid political or commercial endorsements.
10. Be mindful when someone is expressing an opinion and when someone is being confrontational.
11. Remain calm when conflict occurs. Take time to respond thoughtfully.
12. Users that post social media content that contravenes the Board's values will be required to remove it.
13. Report inappropriate or unsafe behaviour.
14. All online dialogue and interactions with students ~~should~~ **must** be for educational purposes only.
15. Social media interactions should be professional and reflect the board's character attributes.
16. Be mindful of all equity and inclusivity-related board policies and the Ontario Human Rights Code when posting content.
17. Retweets, likes and favourites are perceived as endorsements. These interactions should be limited and done with care.

Employee Use of Social Media and Electronic Communication

When using social media, employees are expected to:

1. Maintain a clear distinction between personal and professional social media use.
2. Maintain professionalism and good judgement at all times.

3. Maintain confidentiality.
4. Do not follow students on their personal social media accounts.
5. Do not post pictures of students. Obtain permission from any adult whose photo, video footage and/or work is posted on social media, with the exception of photos taken at public events where there is no expectation of privacy.
6. Do not post images or content promoting alcohol, drug or tobacco use, or explicit content on Board, classroom, department and professional accounts.
7. Do not use professional accounts to promote political parties, religion or politics.
8. Refer students to the educational social media account if they become aware of an employee's personal social media account.
9. Review privacy settings to block student access to personal social media.

When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

1. Administration of the Progressive Discipline process found in Procedure HR119
2. Administration of Bylaw 28 – Trustee Code of Ethics
3. Usage of board computer equipment and applications restricted or removed
4. Disciplinary action up to and including student expulsion;
5. Disciplinary action up to and including employee termination;
6. Civil or criminal proceedings

References:

SO12 – Code of Conduct

Grand Erie's Code of Digital Citizenship

SO27 – Acceptable Use of Information Technology

Ontario College of Teachers – *Professional Advisory: Use of electronic communication and social media*

Elementary Teachers' Federation of Ontario – *Electronic Communication and Social Media: Advice to Members*

OPSBA Meeting April 20/21, 2018

May 14, 2018

Finance

18-19 GSN's

Introduction of a cash management strategy – This may be an issue for some boards. The Ministry used to forward funds to school board monthly, total amount divided by 12

Now they are going to disperse as the money is being spent. Boards could put their funds not required into short term investments to make some interest income and help out their bottom line. This will not be possible any longer

OPSBA Board approved the audited financial statements up to August 31, 2017 and the proposed budget for 2018-2019, with a zero increase to boards

FNMI

Geoff Williams is retiring from his position at OPSBA supporting this initiative

Working group – Education service agreements and reverse ESA

The proposed legislation will enable parents of Indigenous students to choose the school system to which their child will attend. If an Indigenous child lives off reserve, but wants to attend a school on reserve, or a school operated by a First Nation or a First Nation organization off reserve, the parent will have the right to do so, provided the school is on an approved list that will be developed by the Ministry. Attendance of students at First Nations schools on and off reserve will require permission of both the First Nation and the parent(s) of the students. Funding will flow through the school board to the First Nation school. OPSBA has made it clear that this needs to be fully funded by the province so that it is not a cost to the Board.

Should a parent living on reserve want their child to be educated in a provincially funded school board, with the permission of the First Nation and the parent they may do so, and the school board will bill the First Nation accordingly.

Education Service Agreements may still be developed between First Nations and school boards to provide levels of service and accountability, but they will not be necessary in order to implement this legislation, and the Regulations which will accompany it.

Third Progress Report on First Nation, Metis, and Inuit Education Policy Framework

Released on April 17th, 2018.

Quite a comprehensive report, the next steps indicates continued collaborative relationships to help all students understand and appreciate the diversity of Indigenous student's histories, civilizations, perspectives, and contributions. The goal is to positively impact Indigenous student achievement as they mobilize this renewed framework.

Communications

OESC has put together information about running for election as a trustee. Brochures have been sent to Directors of Education, Municipal Clerks, libraries etc

With the Education Today magazine going to online only, OPSBA is hoping for content from school boards. The next issue is on arts education

Legislative Update

A time allocation was passed April 23 on the budget. Budget was passed May 7th, the house last sitting day was May 9th, before the election

School Board Governance – letter from Minister March 26 covering Trustee Code of Conduct, Honoraria, Student trustee term of office and election process, electronic meeting participation and Director of Education qualification. OPSBA wrote a letter in reply about our role in these issues

OPSBA strategic priorities

Reviewed the feedback from the Regional meetings. This item will be going to the AGM for ratification

Policy resolutions to AGM

Looking for direction from my fellow trustees on these items - attached

There was a suggested constitutional amendment proposed about adding a declining enrolment VP to represent small boards (under 25, 000 FTE) at the executive table

This would include 15 of the 31 boards. Seven of which are in the south

This was referred to Executive Council for discussion

Student Trustee Ad-Hoc Committee Report

The following recommendations were approved

The Committee recommends OPSBA support a one-year pilot for the 2018-19 school year that includes:

1. The establishment of a Committee to be a formalized forum to support OSTA and this Committee be composed of the members of the current Ad-Hoc Committee. This Committee would be available to OSTA via OPSBA staff to consult on advocacy issues. The proposed name of this group to be called the OPSBA–OSTA Liaison Committee. *
2. The participation of OSTA student representatives on both the Education Program and Policy Development Work Team. Meeting invitations and consultative work would be sent to the President of the Public Board Council for their executive to determine the appropriate student representative. **
3. The Public Board Council to deliver presentations at the September 2018 and April 2019 Board of Directors Meetings.
4. Upon invitation, OPSBA to attend or present at a Public Board Council meeting and/or conference.
5. An evaluation of the pilot by OPSBA staff, OPSBA–OSTA Liaison Committee and OSTA participation.
6. That OPSBA subsidize the travel and accommodation costs of the student attendees up to a maximum of \$600 per student per meeting, or \$2400 maximum per annum.

Origin: OPSBA Executive Office

ISSUE: Member Board Policy Resolutions for AGM

Background:

The OPSBA Constitution states that `Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year. Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On April 20, 2018 Executive Council, acting as OPSBA's Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in June.

The information on the following pages includes the rationale and motions that were submitted by the Boards, Executive Council's comments following their review.

MOTIONS:

- (a) FNMI Staffing Recommendations - Ottawa-Carleton**
- (b) Attention Deficit Hyperactivity Disorder (ADHD) Exceptionality Recommendations– Waterloo Region**
- (c) Regulatory Performance Appraisal Process for OPSOA Members – Hastings & Prince Edward**

Action:

These Member Board policy resolutions are presented for the consideration of the AGM

#1. First Nations Métis Inuit Staff Recommendations
Board: Ottawa-Carleton DSB – AGM Policy Resolution
Submitted by: Chair Shirley Seward

A. RATIONAL/BACKGROUND INFORMATION:

Whereas, the Ontario' Education Equity Action Plan (p. 10) of 2017 states: To execute the action plan, the Ministry of Education has created the Education Equity Secretariat, which will bring new resources to bear on the identification and removal of systemic barriers in order to uphold and further the interests of Ontario's students, school staff and families, and to ensure their empowerment.

Whereas, the Ontario Education Equity Action Plan (p. 17) of 2017 states: To support the implementation of this step (Leadership, Governance and Human Resource Practices), the action plan prioritizes:

- enhancing diversity in the recruitment, hiring and promotion of educators and school and system leaders
- identify(ing) opportunities to promote the teaching profession and remove barriers to entry for underrepresented communities.

Whereas, the Ontario' Education Equity Action Plan (p. 17) of 2017 states: The diversity of the students in Ontario schools should be reflected in the diversity of their education workers, teachers, and school and system leaders. Strengthening diversity in leadership and in the classroom helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment.

Whereas, OPSBA's Indigenous Trustee Council noted in their meeting of Feb 2018, with respect to OPSBA Priority 6: there is a concern around staffing, and making sure that barriers to the hiring of Indigenous staff in schools at all levels are removed. Indigenous students need Indigenous role models in schools, and particular concern was noted about Indigenous leadership role models (principals, superintendents, and DOE), and teachers of the languages being fluent speakers.

Whereas, the Truth and Reconciliation Commission Call To Action 14 - iv. States: The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

Whereas, at the June 2016 AGM, OPSBA passed the following motion with almost unanimous support; "THAT OPSBA recommend, the Provincial Hiring Practices (Regulation 274) Committee include as priority topics of discussion, an exemption allowing preferential hiring of qualified FNMI teachers". The Regulation 274 Committee, which includes Ministry and Union members, recognized the importance of the content of the motion, but was unable to action it through the Committee.

B. RESOLUTION:

Be it resolved, that OPSBA recommend that the Ministry of Education with the Education Equity Secretariat, as a priority, explore and develop an action plan with the following elements:

- A. An exemption, allowing preferential hiring of qualified FNMI teachers, notwithstanding Regulation 274;**

- B. Allowing FNMI Elders and Traditional Knowledge Keepers to deliver (as paid instructors), in collaboration with classroom teachers, the content of specific FNMI courses such as language, traditions, residential schools, treaties, culture and history, the Indian Act and immigration;**
 - C. Recognizing life skills and expertise of FNMI Elders and Knowledge Keepers towards post-secondary teaching credentials, much like British Columbia and Alberta models, through their Prior Learning Assessment and Recognition (PLAR) programs; and**
 - D. Changing the pathways towards earning Ontario Teaching Certificates that recognize concepts that more faithfully reflect Indigenous traditional educational transmission processes.**
-

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council and the Indigenous Trustees' Council support the resolution.

#2 Attention Deficit Hyperactivity Disorder Exceptionality Recommendations
Board: Waterloo Region DSB – AGM Policy Resolution
Submitted by: Trustee Natalie Waddell

A. RATIONAL/BACKGROUND INFORMATION:

Whereas Attention Deficit Hyperactivity Disorder (ADHD) is the most common childhood neurodevelopmental disorder, affecting at least five percent of the Ontario student population;

Whereas scientific research informs us that ADHD not only impairs attention and self-regulation, it also impairs cognition, executive functioning, memory and the speed of information processing all of which impede learning in general and specifically the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; as well as the acquisition of learning strategies, study and organizational skills;

Whereas students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability, despite having average or above average intellectual abilities, and are three times more likely to drop out of secondary school than their peers;

Whereas the Ontario Human Rights Commission recognizes ADHD as a disability in the learning environment;

Whereas the Ontario Ministry of Education does not recognize ADHD under its five categories of exceptionality, which can result in inequity to access of education and accommodations for students in Ontario with ADHD;

Whereas with appropriate teaching strategies and classroom accommodations students with ADHD can meet their potential, going onto post-secondary learning and careers of their choice;

B. RESOLUTION Be it resolved, that OPSBA actively lobby the Ontario Ministry of Education to:

Alter the existing categories of exceptionality to include ADHD within a category, other than behaviour, thereby acknowledging ADHD as a neurodevelopmental disorder that significantly impairs learning, allowing students with ADHD to be identified as exceptional learners as their peers with Autism and learning disabilities (similar neurodevelopmental disorders) are, thereby securing their legal right to accommodations for their disability, and,

Ensure that all Ontario educators are trained in ADHD impairments, as well as in the appropriate classroom accommodations and teaching strategies that can be used to support these students in the classroom and school environment.

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends this motion be referred to the Minister's Advisory Council on Special Education (MACSE) to evaluate and act on.

#3 Regulatory Performance Appraisal Process for OPSOA Members
Board: Hastings & Prince Edward DSB – Policy Resolution
Submitted by: OPSBA Director Dave Patterson

A. RATIONALE/BACKGROUND INFORMATION:

Student Achievement and progress of all Ontario students demands effective system wide leadership to "guide and support teaching and learning in Ontario schools". In addressing public accountability for these research findings the government through Regulation 234/10 established the Principal/vice principal performance appraisal. The frontline staff are subject to established performance appraisals processes. Furthermore, the Education Act 169.1(1) stipulates that "Every board shall (1), monitor and evaluate the performance of the board's director of education..."

Based on current research (K. Leithwood, 2013 'Strong Districts & Their Leadership') the critical features that promote strong districts and leadership reside with the practices of the director and superintendents ("senior district leaders"). It is the latter group of leaders (Superintendents) for which regulated accountability remains to be established. The 2017/12/06 Auditor General made note of this exception (p.634) subsection 4.2.6 titled "No Guidance is Provided for Superintendent Performance Appraisals" recommending that an effective performance appraisal system be inclusive of superintendents.

- B. RESOLUTION: Be it resolved, that OPSBA and the Council of Directors' of Ontario (CODE) call upon the government, working through the Ministry of Education, to establish a regulatory performance appraisal process and related technical requirements for members of the Ontario Public Supervisory Officers' Association (OPSOA).**

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends the consideration of the matter be deferred to staff pending the release of the revised Leadership Framework for Supervisory Officers into which OPSBA recently provided input. However should the framework not include a professional appraisal process, OPSBA would share this recommendation with CODE to pursue.

Date: May 9, 2018

Re: OPSBA Strategic Priorities – 2018-2019

Background

Since 2010, OPSBA has focused its advocacy and actions on multi-year strategic priorities. The first of these priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The most recent priority, Advancing Reconciliation: First Nation, Métis and Inuit Education, was added in 2016 in response to recommendations from OPSBA's regions, the Indigenous Trustees' Council and the Truth and Reconciliation Commission's Final Report.

For 2018-19, OPSBA staff are recommending that the priorities of The Whole Child and Student Well-Being and New Generation Education be combined, with a suggested title of "The Whole Child and Student Well-Being for Today and Tomorrow."

Mission Statement

The mission of the Ontario Public School Boards' Association (OPSBA) is to promote and enhance public education by: helping member boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

Locally elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

The Association's current (2017-18) multi-year strategic priorities are:

The Whole Child and Student Well-Being

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.

New Generation Education

OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.

Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity

OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations

OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Advancing Reconciliation: First Nation, Métis and Inuit Education Priority

OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Process for determining OPSBA Strategic Priorities for 2018-2019

Although the Association's strategic priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA's priority-setting process, these priorities were considered at regional meetings at the Public Education Symposium on Jan. 27, 2018, and at further regional meetings on April 7, 2018. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. The progress report was also circulated to trustees in the Northern Region and to the Indigenous Trustees' Council for input. The Board of Directors received a summary of this input at its meeting on April 20 and 21, 2018.

OPSBA's strategic priority reports are living documents – the areas of emphasis for action change from year-to-year as the work OPSBA does adapts to the evolving needs of students, staff, schools and communities.

Feedback from Regional Meetings

Feedback from regional meetings strongly endorsed the Association's multi-year approach to priorities. There were a number of helpful suggestions to modify, strengthen and add to specific areas of emphasis for action, as well as to reduce duplication. Discussions at the regional meetings included ideas for action or communication connected to the priorities and these can be considered in the context of development of the Action Plan for OPSBA Priorities. This will be developed by Executive Council in the summer and recommended to the Board of Directors in September 2018, for inclusion in OPSBA's Key Work publication.

The Association's five proposed 2018-19 multi-year strategic priorities are:

The Whole Child and Student Well-Being for Today and Tomorrow

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

The Whole Child and Student Well-Being for Today and Tomorrow

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Areas of Emphasis for Action

- Advocate for supports to ensure the well-being of all children and youth
- Participate in processes to implement Ontario's vision for education
- Collaborate with relevant provincial ministries to ensure strong, equitable, accessible, and responsive services and supports for children and youth mental health
- Continue leadership and advocacy for social justice, equity and inclusion

- Work to support equitable and diverse learning opportunities for all students in our member school boards
- Build on progress achieved for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas
- Continue to provide input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy
- Monitor and promote increased opportunities, supports and coordinated services for students with developmental disabilities and special needs with a focus on early intervention to maximize learning outcomes for students
- Monitor the implementation of the pending federal legalization of cannabis and its implications for school boards through 2020
- Continue to advocate for teacher training and professional development that meets the learning needs of students, and reflects the diverse nature of Ontario, including its Indigenous Peoples
- Advocate for technological programs and skilled trades as viable student options, and for support for individuals working in the trades to become teachers
- Advocate for a graduation diploma or equivalent that has value for students no matter what program pathway they choose, including directly into the world of work
- Continue to support environmental sustainability practices in curriculum and capital planning
- Advocate for a comprehensive government review of the current delivery of French as a Second Language

Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Areas of Emphasis for Action

- Advocate for a comprehensive Ontario curriculum that contains clear expectations that every Ontario student will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact on First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians
- Advocate for sufficient provincial funding to cover curriculum resources, and staff training, to support the implementation of the comprehensive Ontario curriculum
- Ensure the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other priority areas
- Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages in Ontario schools, taught by fluent Indigenous speakers
- Expand capacity of First Nation trustees and increase understanding by all trustees of First Nation, Métis and Inuit issues
- Advocate for equity at the federal level in education funding for First Nations students
- Explore the issues of representation of First Nation, Métis and Inuit students in urban environments
- Support the development of mechanisms to increase the hiring of Indigenous staff, including in leadership roles
- Advocate for supports needed to ensure the well-being of Indigenous students

Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Areas of Emphasis for Action

- Continue promotion of the role of trustees, including advocacy for clear government support for the role of trustees as a matter of public confidence in education
- Advocate for public education on the significant role and value of local, democratically elected school board trustees
- Provide supports for first-term trustees and new chairs in the 2018-2022 term of office, including mentorship and active promotion of OPSBA and OESC resources developed specifically to support trustees in their multi-faceted role
- Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, including accountability and governance, collaboration with municipal partners, conflict management and relationship building
- Support the development of communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities
- Further strengthen the role of Regional Vice-Presidents and Board of Directors members as OPSBA ambassadors to boards in their region
- Advocate for improvements in communication from the Ministry to OPSBA, including meaningful consultation and partnership in strategies that affect school boards
- Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)
- Continued advocacy for greater school board autonomy in hiring
- Enhance representation of student voice through elected student trustees within OPSBA and at member boards

Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Areas of Emphasis for Action

- Ensure OPSBA priorities are reflected in collective bargaining strategies and positions
- Continue leadership as a Designated Employer Bargaining Agent in the bargaining of central agreements under the School Boards Collective Bargaining Act
- Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being
- Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective
- Provide support to all OPSBA member boards in ongoing labour relations/collective bargaining services

- Facilitate information and learning exchange through the OPSBA Board of Directors, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education
- Track board experience with contract implementation for forward planning
- Maintain relationships with key education partners
- Enhance communications support to school boards regarding labour relations
- Participate in the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in the workplace as it affects the safety, health and well-being of all employees

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Areas of Emphasis for Action

- Advocate for an ongoing cycle of review of the funding model grant categories to ensure that they support the current local needs of all school boards
- Advocate for more flexibility in local spending
- Advocate for resolution of pressing problems in funding, such as Special Education and student transportation
- Advocate for expanded funding and services to support children and youth mental health and well-being
- Continue to advocate for full funding by the Ministry of any new initiative
- Promote collaboration among the four school board systems and enhancement of partnership among boards
- Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects, alignment between government priorities and capital funding
- Participate and advocate for OPSBA member board issues during the Ministry's 2018-19 Urban Student Accommodation Engagement
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the Community Hubs Strategic Framework and Action Plan
- Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements
- Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years

ACTION:

It is recommended the following motions be passed:

That the amendments and additions to the Priorities and the Areas of Emphasis for 2018-2019, be affirmed by the members.