



GRAND ERIE DISTRICT SCHOOL BOARD
Committee of the Whole Board No. 2
September 16, 2013
Education Centre, Board Room

A G E N D A

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Legal Matters
 - (ii)
 - (d) Welcome to Open Session (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) Haldimand Secondary School Accommodation Review J. Forbeck
(From May 13, 2013)
 - * (b) Haldimand East Elementary – Accommodation Update J. Forbeck
(From August 26, 2013)
- C – 1 Director's Report**
- (a)
- D – 1 New Business — Action/Decision Items**
- * (a) Appointment of Alternate SEAC Member S. Sincerbox
- D – 2 New Business — Information Items**
- * (a) Enrolment Update J. Gunn
 - * (b) Data Report - Voluntary Aboriginal Self-Identification J. Forbeck
(SO16)
 - * (c) Data Report - Supervised Alternative Learning (SAL) A. Nesbitt
Annual Report (P104)
 - * (d) Email Standards J. Forbeck
 - * (e) Ontario's Education Strategy J. Forbeck
- E – 1 Other Business**
- (a) OPSBA Report D. Werden
- F – 1 Correspondence**
- * (a)
- G – 1 Adjournment**

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

Audit Committee	September 24, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room
Education Week Committee	September 30, 2013, 4:15 p.m.	Norfolk Room
Chairs' Committee	September 30, 2013, 5:45 p.m.	Director's Office
Regular Board	September 30, 2013, 7:15 p.m.	Board Room
School Council Orientation Session	October 2, 2013, 6:15 p.m.	Waterford District High School
Special Education Advisory Committee	October 3, 2013, 6:30 p.m.	Board Room
Committee of the Whole No. 1	October 7, 2013, 7:15 p.m.	Board Room
School Council Orientation Session	October 9, 2013, 6:15 p.m.	Joseph Brant Learning Centre
Native Advisory Committee	October 15, 2013, 1:00 p.m.	Brantford Collegiate Institute
Grand Erie Parent Involvement Committee	October 17, 2013, 6:30 p.m.	Waterford District High School – Dogwood Room
Communications and Engagement Committee	October 21, 2013, 3:30 p.m.	Norfolk Room
Student Senate	October 22, 2013, 10:30 a.m.	Board Room



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Haldimand Secondary School Accommodation Review**

DATE September 16, 2013

Recommended Action: It was moved by _____, seconded by _____ that the first meeting of the Haldimand Secondary School Accommodation Review Committee be set for 7:00 p.m. on _____, 2013 to be held at Cayuga Secondary School.

Background:

In May 2013, the Board approved an Accommodation Review of Norfolk Secondary Schools. The schools included in the review area would be;

- Cayuga Secondary School
- Dunnville Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School

Additional Information:

Staff are currently preparing data for presentation at the first meeting. Policy FT5- Pupil Accommodation Reviews provides that there will be at least a 30 day period from the date an accommodation review is announced and approved by the Board to the first meeting of the ARC.

Senior Administration suggests that the first meeting of the ARC be set for Tuesday November 12, 2013 or Thursday November 21, 2013. The meeting will be open to the public and held at Cayuga Secondary School commencing at 7:00 p.m.

Communication Plan:

The establishment of either of the above dates will permit time to identify and communicate with committee members. Notice of the approved date, time and place will be posted on the Board website, in appropriate media and communicated through the schools involved in the study.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Haldimand East Elementary – Accommodation Update**

DATE: September 16, 2013

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the report Haldimand East Elementary – Accommodation Update as information.

Background:

The Board completed a review of elementary pupil accommodation for the Haldimand East review area in June 2011 resulting in the closure of Dunnville Central Public School effective September 1, 2012. At that time the Board also approved the following motion

“THAT the Quality Accommodations Committee provide a report to the Board regarding accommodations in Haldimand East within three years.”

Updated enrolment and utilization data was provided at the board meeting August 26, 2013. At that meeting, discussions included the suggestion that Rainham Central and J.L. Mitchener be added to the review area for consideration of an accommodation review. The data is presented below with the two additional schools.

Enrolment and Utilization Update:

Actual enrolment and school capacities have been updated for 2012-13(Actual) and 2013-14 (Estimated). Projected future enrolment has been re-calculated based on 2012-13 Actuals and current population data. The updated information is presented in the following table.

This information shows that Rainham Central is expected to operate at or near capacity into the future. The school is approved for a one classroom FDK addition in the summer of 2014. This will permit the removal of the portable classroom that is presently on site.

J.L. Mitchener is operating at 65.9% utilization this school year and is expected to remain in the low 60's in the future.

A map of the expanded review areas is attached to highlight the concentration of the students in attendance at the six schools and to provide a visual of the review area. The Grand River as shown on the map presents challenges for any re-shaping of school boundaries that may be considered in the future to address surplus capacity.

REVISED for expanded review area

Haldimand East Enrolment and Capacity Utilization									
	School	2012-13 (Actual)		2013-14		2016-17		2021-22	
School	Capacity	Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Anna Melick	210	99	47.1%	101	48.1%	116	55.2%	120	57.1%
Grandview Central	205	167	81.5%	174	84.9%	151	73.7%	141	68.8%
Fairview Avenue	341	244	71.6%	236	69.2%	255	74.8%	260	76.2%
Thompson Creek	452	377	83.4%	376	83.2%	385	85.2%	390	86.3%
Rainham Central	239	246	102.9%	219	91.6%	237	99.2%	238	99.6%
J.L. Mitchener	408	274	67.2%	269	65.9%	251	61.5%	258	63.2%
Total for Review Area	1,855	1,407	75.8%	1,375	74.1%	1,395	75.2%	1,407	75.8%
Surplus Capacity		448		480		460		448	

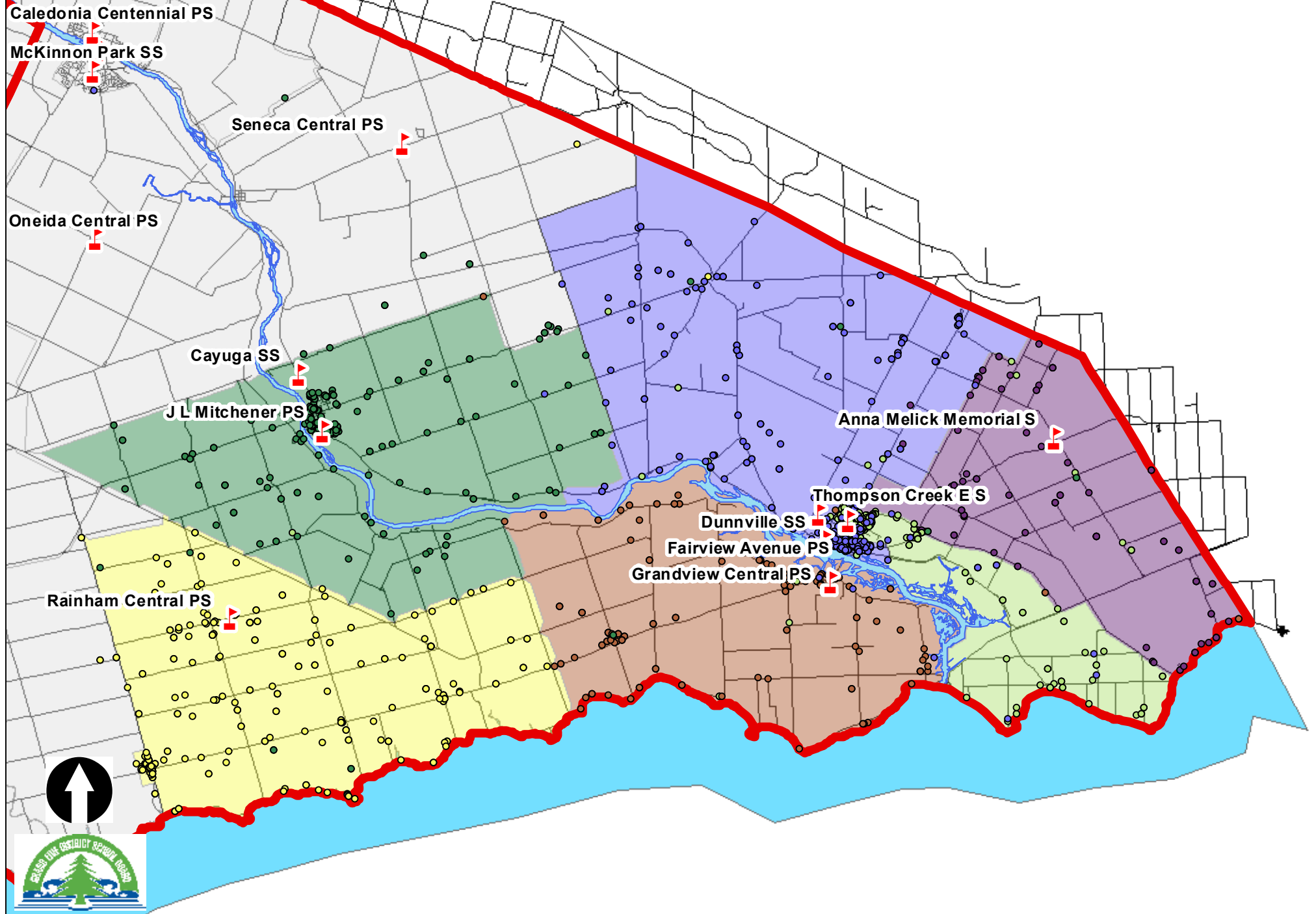
Note: Shaded Enrolment reflects schools where full day kindergarten programs have not been implemented.

The ministry published *Pupil Accommodation Guidelines* recommend that, “wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances”. The previous accommodation review concluded in June 2011. This report provides the information requested within three years as set out in the June 2011 Board motion.

Respectfully submitted

Jamie Gunn,
Superintendent of Business
& Treasurer

Potential Haldimand East Elementary Review Area





GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **Appointment of Alternate SEAC Member**

DATE: September 16, 2013

<p>Recommended Action: Moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board approve LeeAnn Boswell as Contact Brant's alternate SEAC representative.</p>
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Background

At the September 5, 2013, Special Education Advisory Committee (SEAC) meeting, a letter from Contact Brant, an agency represented on the GEDSB SEAC, was read into the minutes nominating an alternate representative from Contact Brant. Further, the letter requested that LeAnn Boswell be designated as the agency's alternate SEAC representative.

The nomination of LeeAnn Boswell was supported by SEAC and the recommendation was made to forward the request to Board for consideration.

Reg. 464/97- Special Education Advisory Committees, In this Regulation,

2. (1) Every district school board shall establish a special education advisory committee that shall consist of,

- (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;

Additional Information

Contact Brant's alternate SEAC member is qualified in all respects for SEAC membership.

Recommended Action

SEAC is recommending Board approval for LeeAnn Boswell to become Contact Brant's alternate member on SEAC.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees, Grand Erie District School Board

FROM: John Forbeck, Director of Education

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

DATE: September 16, 2013

Recommended Action: Moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the “Data Report - Voluntary Aboriginal Self-Identification” as information.

Background

During the 2011-2012 school year Grand Erie approved revision to the Aboriginal Voluntary Self-Identification Policy (SO16) and Procedure (SO 132). The major change was to align with Ministry direction to include tuition agreement students within the First Nation category and not differentiate as has been done in the past.

Voluntary self-identification pamphlets were provided to all Grand Erie elementary and secondary schools in the spring of 2013. A portion of the pamphlet was to be returned to each school principal signifying Voluntary Aboriginal Self-Identification. During 2013, registration forms were updated to include sections for self-identification to include tuition agreement students and school personal were given reminders to include pamphlets as part of the school registration process.

Number of Students

Self-Identification and Tuition Agreement

Elementary Students			
	2010	2012	2013
Brant/Brantford	241	273	340
Haldimand	57	69	63
Norfolk	60	61	65
Total	358	403	468

Secondary Students			
	2010	2012	2013
Brant/Brantford	69	316	289
Haldimand	9	338	402
Norfolk	3	8	35
Total	81	662	726

Summary

Self-identification information has been tracked on an annual basis. Our self -identification policy includes all tuition agreement students in the First Nations category. There are a total of 1194 self-identified students in our Elementary and Secondary schools which represents an 11% increase. The chart above shows that between June 2012 and June 2013, the number of elementary self-identified students increased by 65 representing a 14% increase. During the same timeframe the number of Secondary school students (includes tuition agreement students) has increased by 64 students representing a 9% increase. We know that the number of tuition agreement students has declined slightly each year but not at the system rate for declining enrolment in our secondary schools. Our efforts have been focused on students entering school as is seen in the elementary increases. It stands to reason that our numbers for secondary schools will increase less dramatically in the future, as families/students only need to self-identify once.

Respectfully submitted,

John Forbeck
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director and Education and Secretary

FROM: Andy Nesbitt, Superintendent of Education

RE: **Data Report – Supervised Alternative Learning (SAL) Annual Report (P104)**

DATE: September 16, 2013

<p>Recommended Action: Motion by _____ Seconded by: _____ THAT the Grand Erie District School Board receive the report, “Supervised Alternative Learning”, as information.</p>

BACKGROUND

Although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. Under regulation 374 / 10, the purpose of Supervised Alternative Learning (SAL) is to provide students 14 to 17 years old who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals. This program helps to maintain a learning connection between school and student throughout a planned period of time.

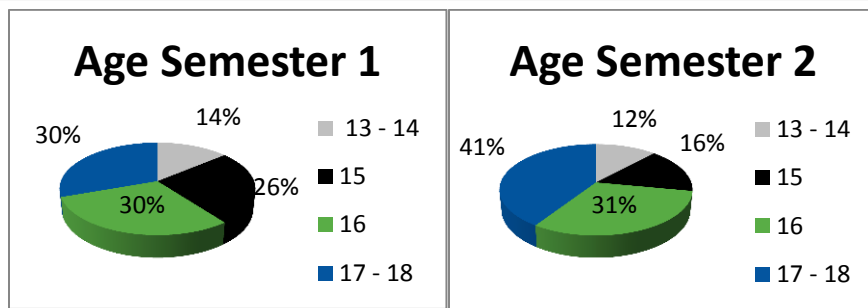
When given approval for a SAL program, the student may continue his/her learning reflective of a SAL Plan (SALP) with a start date and an end date which includes one or more of the following:

1. Credit Courses (Regular day school, Independent study, Credit Recovery, Correspondence etc.)
2. Part- time or Full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or taking training for a specific job
6. Developing job-search skills
7. Other Courses / workshops

At the completion of SAL, a Transition Plan is developed to support the student's next steps. Transition Plans are completed 15 days prior to the end date indicated on the SAL plan. Supervised Alternative Learning Plans (SALP's) will end no later than June 30th of each school year.

The following observations can be made regarding Semester 1 (Sept. 4, 2012 to Jan 31, 2013) and Semester 2 (Feb. 4, 2013 to June 28, 2013) school year 2012 – 2013.

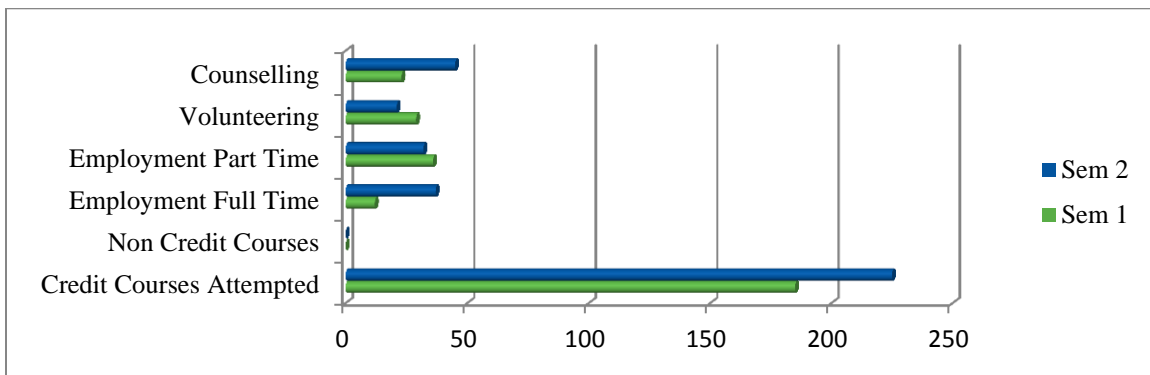
% of students by Age Profile



Sem 1: Ratio Males to Females was 114:80

Sem 2: Ratio Males to Females was 141:102

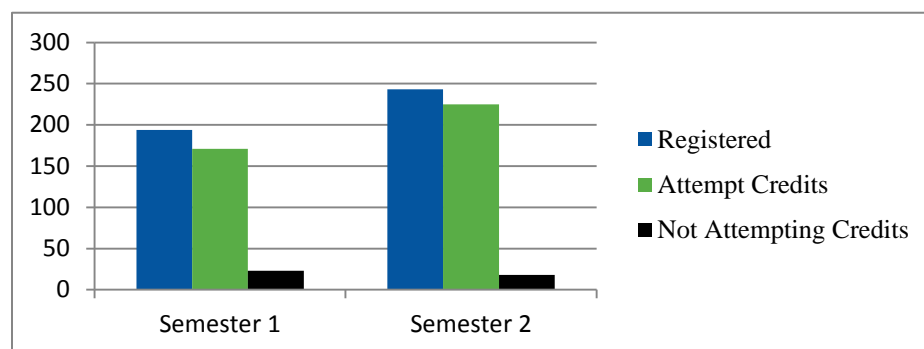
Student Participation by Activity



Sem1: 185 Credit Courses, 0 Non Credit Courses, 12 F-T Employment, 36 P-T Employment, 29 Volunteering, 23 Counselling

Sem2: 225 Credit Courses, 0 Non Credit Courses, 37 F-T Employment, 32 P-T Employment, 21 Volunteering, 45 Counselling

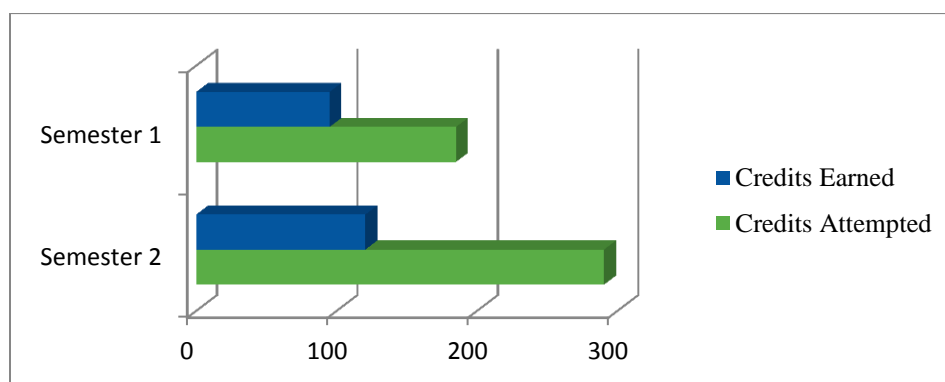
Student Enrolment



Sem 1: 189 Registered, 5 Declined, 171 Attempting Credits, 23 Not Attempting Credits

Sem 2: 243 Registered, 0 Declined, 225 Attempting Credits, 18 Not Attempting Credits

Credit Summary



Sem 1: 185 Attempting Credits, 95 Credits Earned

Sem 2: 290.5 Attempting Credits, 120.5 Credits Earned

TOTAL: 215.5 Credits Earned through SAL in School Year 2012 - 2013

Cumulative Data Summary Analysis

Description	Sem. 1 (SALEP) Sept. 2010 – Feb. 2011	Sem. 2 (SAL) Feb. 2011 – June 2011	Sem. 1 (SAL) Sept. 2011 – Feb. 2012	Sem. 2 (SAL) Feb. 2012 – June 2012	Sem. 1 (SAL) Sept. 2012 – Feb. 2013	Sem. 2 (SAL) Feb. 2013 – June 2013
Number of Successful Applicants	95	159	210	298	189	243
Number of Declined Applicants	13	3	4	0	5	0
Ratio Male : Female	46 : 49	88:71	109:101	156:142	114:80	141:102
Credits Attempted	NA	185	189	294	185	290.5
Credits Achieved	NA	110	126.5	191	95	120.5
Total Credits Earned in School Year	110		317.5		215.5	

Summary

The data above demonstrates the continued success of students in the SAL program. This is a result of the efforts of school administrators, student success teams and attendance counselors in developing appropriate SAL plans that meet student needs with greater attention to accountability. A couple trends can be identified in this year's data set. Fewer students are accessing the SAL program. This may be an indication of increased levels of engagement at the school level, where more credits are being earned. As well, students are able to access alternative learning environments such as Turning Point, SWAC, GELA, Dual Credits and After School Program that respond to their unique needs. Finally, credit accumulation for students on SAL has declined from the previous year. The student success team is working with schools to identify the reasons for this trend. Early indicators suggest that SAL is serving the students who are most disengaged from academic work. However, the data does show that these students are still connected to the school through work experience, counseling and volunteer work.

Respectfully submitted,

Andy Nesbitt
Superintendent of Education

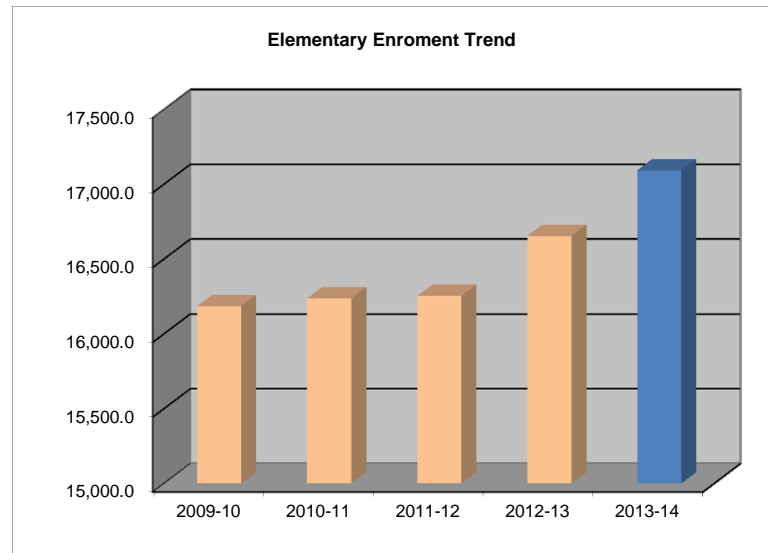
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2013-14 Enrolment Update

Elementary

	2013-14 Enrolment	
	Projected	Actual *
Half Day JK/SK	909.0	919.0
Full Day JK/SK	2,330.0	2,504.0
Grade 1-3	5,102.0	5,107.0
Grade 4-8	8,690.0	8,728.0
Special Education (Ungraded)	301.0	295.0
Total	17,332.0	17,553.0
Adj ADE re JK & SK	(454.5)	(459.5)
ADE for Grant	16,877.5	17,093.5

Enrolment History (Actual)			
2009-10	2010-11	2011-12	2012-13
3,170.0	2,830.0	2,612.0	1,811.0
	420.0	664.0	1,537.0
5,155.0	5,072.0	5,095.0	5,102.0
9,141.0	9,045.0	8,883.0	8,804.0
303.0	285.0	305.5	306.0
17,769.0	17,652.0	17,559.5	17,560.0
(1,585.0)	(1,415.0)	(1,306.0)	(905.5)
16,184.0	16,237.0	16,253.5	16,654.5



* Actual Enrolments represent counts reported by Schools on September 13, 2013

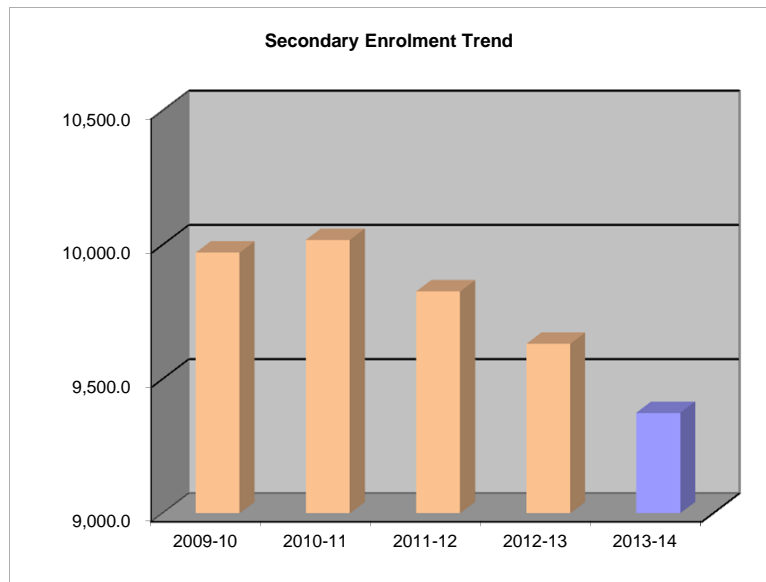
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2013-14 Enrolment Update

Secondary

	2013-14 Enrolment					
	Original Projection for Budget			Revised with Sept/12 Actuals*		
	31-Oct-13	31-Mar-14	2013-14 ADE	31-Oct-13	31-Mar-14	2013-14 ADE
Total Students	9,778.0	9,575.0		9,717.0	9,515.3	
Total FTE for Grant & Tuition	9,608.3	9,196.7	9,402.5	9,579.5	9,169.1	9,374.3

Enrolment History (Actual)			
2009-10	2010-11	2011-12	2012-13
9,970.3	10,018.5	9,826.2	9,630.8



* Actual Enrolments represent counts reported by Schools on September 13, 2013



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Email Standards**

DATE: September 16, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive “Email Standards Report” as information.

Background

The use of email as a barrier to communications was identified by a number of staff members who participated in the 2011-12 Communication Audit conducted by the National School Public Relations Association (NSPRA). As a recommendation from the Audit, Email Standards was identified by the Communications and Engagement Committee to include in the *2012-13 Annual Operating Plan, Community and Communications Engagement* as a strategy to strengthen internal communications.

An Email Standards sub-committee was formed. Email Standards were written with the input from the Communications and Engagement Committee that included representation from the Information Technology Department.

Consultation groups looked at the document in the spring of 2013. Executive Council reviewed the Email Standards both prior and after the initial consultation.

Among the new Email Standards include guidelines for proper signature use, what should appear in email fields, and how to be aware of privacy and confidentiality. Staff are also given directions in the five-page, downloadable document for when to use attachments, which style and editorial fonts to use and the appropriate courtesies and etiquettes of emailing.

Communication Plan

Executive Council is suggesting that an Administrative Memo will be created and further consultation with various stakeholders will be solicited.

Respectfully submitted,

John Forbeck
 Director of Education

Email Standards

All mass emails sent to schools/departments must be approved by a Superintendent, Principal, or Manager/Supervisor (or other authorized staff member).

- Mass emails are considered to be official messages of business that come from a Superintendent, Principal or Manager/Supervisor and sent as a blanket email to all Grand Erie staff or when multiple distribution lists are used that may cross between departments and school employees.
- There is a difference between mass emails and targeted emails; staff members are able to send emails to targeted or intended recipients even though there would be multiple email addresses listed.
- Support from Administrative Assistants and clerical staff should be used to issue emails on behalf of Superintendents/Principals/Managers/Supervisors.

At no time shall an employee use email to promote or solicit a contest, personal endorsement, donation or advertisement of a product or service without authorization.

- Requests for soliciting personal endorsements through mass emails should be directed to a Superintendent of Education.
- The Staff Portal may be used to endorse/solicit approved information.
- Opportunities that promote community engagement initiatives and use email as a way to communicate votes or other 'calls to actions' must seek approval from Executive Council. Administrators may be authorized to email information as a result of the approval. For more information, contact the Manager of Communications and Community Relations.

Email signatures are mandatory and should include standard information.

- All Grand Erie employees shall have a signature that communicates pertinent contact information, including: employee's name, job title, school/department, phone number with extension.
- Optional information in a signature includes the employee's email address and site location address.
- Grand Erie District School Board shall always be stated as well as the website address to the Board or the school website.
- Quotes or messages listed under signatures are optional and should be professional, appropriate and positive.

Example (Suggested Order):

John Smith, Grade 2 Teacher
Lake Erie Public School
Grand Erie District School Board
555-555-5555 ext. 123456
www.granderie.ca

Post all system-wide email attachments/memos/messages on the Staff Portal for future reference.

- Since information can be stored on the Staff Portal and each department has a section, carefully consider whether an attachment is necessary to send by email.
- Direct staff to the section of the Portal where the attachment is located.
- Staff newsletters shall be posted on the Staff Portal.

Mark emails urgent when the email is actually urgent.

- Use discretion when using the urgent flag.
- If the content requires action or immediate feedback to support a deadline, mark it urgent. When a situation is critical or an emergency, consider using the telephone.

Limit mass emails to find an employee.

- Unless there is an emergency, do not send a mass email to locate an employee.
- Departments and schools should have internal procedures for monitoring where staff members are located at all times.

Refrain from using email when posting information about system-related shut downs.

- When faxes, intranet/internet, phones or other communication is down, mass announcements should not be shared over email.
- When situations arise, contact ITS Support staff immediately.
- The Manager of Communications and Community Relations is involved when shut downs, such as phone service or a power outage, are not resolved within an appropriate time and communication with parents/guardians is required.

Consider carbon copying the Vice-Principal and School Secretary.

- Office staff should be copied on emails that pertain to important dates, deadlines, new procedures and system directions sent from the Education Centre.

Soliciting responses through email should be contained to avoid unnecessary spam.

- When someone emails a group for feedback or is seeking consensus on a meeting date, for example, participants should respond to the person coordinating the original message only, unless requested otherwise or if the information would benefit all participants.
- Use "Reply All" consciously and with purpose.
- When inviting participants to a meeting, use the Outlook Calendar. Use Doodle when inviting guests on non-Grand Erie email servers.

Email Fields**Procedure for who is listed in the 'To' field and the 'Cc' field.**

- The 'To' field is for those who you require a response, engage in a conversation with or wish to encourage input.
- The 'Cc' field is used to inform someone without an expectation of a reply or additional input. Please refrain from using the 'Cc' field to include a supervisor for impact reasons.
- The 'Bcc' field should be used for sending mass emails. The greeting in the body of the email should note exactly who the intended recipients are to allow the recipient to know exactly who the email was directed.

Place multiple email recipients and distribution lists in the Blind Carbon Copy (Bcc) line.

- Emails sent to mass recipients or to a large number of targeted email users do not require others to see who is listed.

- Lengthy email lists appear when the original message is forwarded to another user or when the receiver of that email replies to the original sender.
- When the Bcc function is used, numerous email addresses no longer appear in the body of the email. This practice also cuts down unnecessary information and saves paper when the original email is printed.
- The greeting in the body of the email should note exactly who the intended recipients are to allow the recipient to know exactly who the email was directed.

All work conducted over email must be done on Board email.

- Use of personal email addresses (i.e. Hotmail, MSN, home cable provider email) to communicate work is discouraged.

Subject line content must be relevant to the topic of the email.

- Use descriptive words to relay the key messages or the topic in the subject line.
- Be consistent when titling emails so the subject line reflects the topic appropriately and for ease when retrieving emails in the future.
- Active statements before the subject line may be helpful, such as: *Meeting Reminder: Communications and Engagement Committee next Tuesday.*

Privacy and Confidentiality**Privacy and confidentiality is critical to the integrity of Grand Erie's email conduct.**

- Always assume that mail on the Internet is not secure. Consider your emails public information and never put something in an email that you would not put on a postcard.
- Email messages sent over the Internet should not contain sensitive or personal information about an identifiable individual. If it is necessary to include personal information in an email, consider using the individual's initials, symbols or a code rather than a full name.
- The sender should exercise caution when addressing an email to avoid sending a message to the wrong party. All email addresses should be confirmed prior to sending an email.
- Personal information must never be included in the subject line.
- An email message containing personal information should only be forwarded on a need-to-know basis, and must not be broadly distributed.
- The sender should read the entire contents of an email before forwarding it to ensure the information further down is deleted if it is not necessary.

Please note: Confidentiality statements are optional to use although will not protect an individual when a breach occurs.

Email standards apply to when staff email students and parents.

- Staff members are to use their professional judgement and language when speaking with parent and students over email.

Retention**Retention of emails:**

- Users should empty his or her email inbox and sent folders on a regular basis. This helps minimize the potential risk of confidential information being breached if the laptop or mobile device is lost or stolen.
- Save important messages in your shared drive.
- Emails to parents and students connected to a professional response should be retained for one year.
- Spam and other suspicious mail should be deleted without opening such messages.

Attachments

Only use attachments if necessary.

- Paste memos of three paragraphs or less directly into the email; do not attach a document to the email.
- Consider an attachment when there is a formal message on letterhead, a directive longer than three paragraphs or a message from a Principal/Manager/Supervisor or a member of Senior Administration.
- Documents that are attachments should be considered as a stand-alone item that is shared outside an email.
- Ask the question: Is there value in giving the attachment to others, printed and/or filed separately?
- Attachments should be titled according to what the document actually is, not based on how an individual files his or her electronic documents.

Know how large your attachments are before sending.

- Including large files may make the space in your message so large that it cannot be delivered or at least consumes excessive resources.
- A good rule of thumb is to not send a file larger than one megabyte.
- Consider file transfer as an alternative, or cut the file into smaller chunks and sending each as a separate message.

Editorial & Style Standards

Keep emails as brief and concise as possible.

- Consider using point form when crafting an email.
- Emails should contain one message or one common theme per email.
- Be mindful of grammar and sentence structure.

Font and Typeface Standards are to reflect professionalism.

- Recommended fonts: Arial, Verdana, Calibri or Helvetica.
- Fonts should look professional and should avoid using script/cursive fonts.
- Text colour should always be black.
- Font colours that highlight or emphasize content in emails should be red or blue only; other colours appear difficult to view on screen.
- The font size must be between 10 and 12pt.
- Coloured wallpapers/email backgrounds are discouraged and should be white only.
- Avoid overuse of ellipsis in your email (...).

Courtesies & Etiquettes**Maintain a positive tone.**

- Use casing and capitalization appropriately.
- Do not email back and forth on a position more than necessary when the position would be better articulated over the phone or in person.
- Watch cc's when replying: Don't continue to include people if the messages have become a two-way conversation.
- Where appropriate, email to sender that you will respond later.
- Be careful with slang, jargon and acronyms.
- When replying to an email, include the original message in the body of the email.
- Unless you need confirmation, do not feel obligated to respond with a 'thank you'.
- Avoid chat through email.
- Smiley icons should be used sparingly.
- If you are forwarding a message that you have received, do not change the wording of the original message.
- Environmental considerations: Consider the environment before an email is printed.
- Do not forward photos, chain mail, jokes, unsolicited commercial email, political campaigning or items for sale.

Last revised: July, 2013



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Ontario's Education Strategy**

DATE: September 16, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the "Ontario's Education Strategy Report" as information.

Background

The Ministry of Education has organized a consultation process entitled From Great to Excellent; The Next Phase in Ontario's Education Strategy. Recently the Minister sent a letter to Board Chairs outlining the consultation process. Copies of the following documents are included with this report.

- Minister Letter
- Overview of the consultation and link from the Ministry website
- Background Document which includes the consultation questions and process
- Overview of the consultation toolkit found on the Ministry website.

As part of the process, groups/individuals may submit responses by November 15, 2013 or Boards may choose to use the materials to organize a local consultation process. On September 26, 2013 Board Chairs, Directors and local community leaders will be invited to a regional consultation event in London.

Respectfully submitted,

John Forbeck
Director of Education

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



August 29, 2013

Dear Colleagues,

Beginning this fall, we are embarking on an exciting journey to build the next phase in Ontario's education strategy. An important part of this process will be local, community-based consultations, ensuring a wide range of participants. I am writing to ask for your help in leading these local conversations by hosting one or more community consultations in your district school board.

The consultation period will continue until mid-November, giving people from your community the opportunity to submit their ideas and help take our education system – already one of the best in the world – from great to excellent. Together, we will consider seven key questions related to the future of education in our province. These questions were outlined in the consultation document released in May, 2013.

We have created a community consultation kit containing a variety of support materials to help develop and guide your local consultations. My hope is that this kit will provide a useful framework for you to gather a wealth of untapped ideas from your community. Some boards may find opportunities to hold community consultations before the regional consultations take place in mid-October.

To access these support materials, please visit [Great to Excellent](#) and follow the link to community consultation kit.

As educators, we have much to be proud of in Ontario, while aspiring to even greater heights. With your support and leadership, I am confident that this consultation period will be a rich and rewarding experience for everyone involved. I thank you in advance for your time, effort and contribution, as we plan together for the next phase in Ontario's publicly funded education.

Sincerely,

Liz Sandals
Minister

c: Directors of Education



From Great to Excellent: The Next Phase in Ontario's Education Strategy

We have spent a decade working with our education partners and today, Ontario's publicly funded education system is recognized as one of the best in the world. We are proud of our accomplishments as our success has been based on the talent, dedication and hard work of those in our education community.

Now it's time to build on that success and redefine our vision, aspirations and goals not just for the system, but more importantly, for our students. We're looking for a made-in-Ontario approach that benefits from considering a wide range of opinions about the best way forward.

In-person, digital and written consultations will take place in September and October 2013 across the province. We've created a consultation document to be used as a starting point for these discussions:

Building The Next Phase in Ontario's Education Strategy (PDF, 263 KB)

In addition to provincial and regional consultations, local community events are also encouraged. We have created a Community Consultation kit that contains helpful guides and tips, as well as resources that can help facilitate discussion.

Ontarians can also submit their feedback and ideas via an online submission form, which contains the key questions that are part of the discussions.

We anticipate the release of a renewed vision for our education system coming from these consultations to launch in early 2014. This will form the basis for moving Ontario's education system from **great to excellent!**

If you have any questions or feedback regarding the next phase in Ontario's education strategy, you can contact us at GreatToExcellent@Ontario.ca

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Building The Next Phase in Ontario's Education Strategy

This document is intended to facilitate a discussion about building the next phase in Ontario's education strategy. By providing your consideration and feedback on the questions in this document, you will contribute to the next stage of improving Ontario's education system and providing the best possible outcomes for all of our learners.

A number of jurisdictions around the world are exploring how to improve their education systems. In fact, there are many voices out there that are offering advice on what direction to take and how to improve. We are looking for a made-in-Ontario approach that benefits from considering a wide-range of opinions regarding the best way forward.

We began our work with members of the Ministry of Education's Partnership Table, where we discussed the types of questions that needed to be asked in order to build on our past success and keep our system moving forward. Importantly, we asked what the vision, aspirations and goals should be not just for the education system in this province, but more importantly, for the success and well-being of our students.

This document is informed by those and other early discussions, and forms the starting point for a broader consultation.

Formal consultations on these questions will take place in September and October, and will include members of the education, early learning and municipal sectors, as well as others. This will include members of the business, research and innovation, not-for-profit and Aboriginal communities, just to name a few.

We anticipate that an updated vision for our education system coming from these consultations will be launched in early 2014, and that will form the basis for moving Ontario's education system from *great* to *excellent*.

Ontario Education Today

We've come a long way in the last ten years. Today, Ontario's publicly funded education system is one of the best in the world. Its success is based on the talent, dedication, and hard work of those in the education community — including students and parents — who turn inspiration into action, initiatives into implementation, and investments into results.

With the strength of the education community, Ontario has been able to introduce multi-faceted reforms to the publicly funded education system, making it the system of choice for 95% of Ontario's students and their families.

support every child
reach every student



Our innovations and accomplishments are many and diverse, and they have been guided by three core priorities to which our system has committed:

- Increasing student achievement
- Closing gaps in achievement
- Increasing confidence in publicly funded education.

Ten years ago, only 68% of our students were graduating, and only 54% of children in grades 3 and 6 were achieving at the provincial standard in literacy and numeracy. Today, those numbers stand at 83% and 70% respectively, and they continue to climb.

Working together, we have also made progress in a number of other areas, including: child care and full-day kindergarten; higher quality teaching and learning from kindergarten to Grade 12; a robust leadership strategy; healthy, safe, accepting and inclusive schools; hands-on and engaging secondary programming; a revised and expanded curriculum; First Nation, Métis and Inuit education; improved governance; the *Politique d'aménagement linguistique*; parent engagement; and a prominent role for the student voice. Taken together, these initiatives have made a clear and positive impact on our education system and our students.

As successful as we've been, we know there is more work to do. Too many Aboriginal learners, children and youth in care, learners with mental health issues, and those in need of special education supports, still struggle within our system. The ministry's future success in growing student achievement will be most clearly defined by how these and all of our students fare over the coming years.

Overall though, the past decade has seen us all pursue a plan that has improved education in Ontario. That is something we can all be proud of. Now, it is time to set the bar even higher, to identify the next phase in our work together and follow through on it.

Together, we can elevate education in Ontario from *great* to *excellent*.

The Path Forward

We've learned a lot from the journey so far. Now it's time to build on our experience to define the next phase of Ontario's education strategy.

In pursuing the path forward, we will not abandon the good work we have been doing nor ignore the lessons that we have learned. Both can serve as building blocks upon which further progress can be achieved. At the same time, we must continue to be aware of cultural sensitivities, and we can never lose sight of maintaining the vitality of the system.

One of the most significant challenges and opportunities before us is how to best prepare our students for a rapidly changing, technology-driven, globalized world. To do so, we need to broaden our view of student achievement to include even greater emphasis on higher-order skills – such as critical thinking, communication, collaboration, creativity and entrepreneurship – all of which are necessary for developing global citizens who bring the competencies and qualities that the employers of today and tomorrow are looking for, and that our children will need to thrive.

We also need to bring more focus to the state of student well-being in our education system. In addition to measuring how well our students meet academic goals, it's important to know whether our system is developing healthy, well-rounded and resilient young adults.

To take the next step toward realizing an updated vision for education, we have some key questions to ask. We need feedback from a broad range of individuals and organizations to help formulate that revised vision.

Based on our conversations with our education partners at the recent Partnership Table meeting, the following questions have been developed to solicit that feedback:

➤ Question 1

What are the skills, knowledge and characteristics students need to succeed after they have completed school, and how do we better support all learners in their development?

➤ Question 2

What does student well-being mean to you, and what is the role of the school in supporting it?

➤ Question 3

From your perspective, what further opportunities exist to close gaps and increase equity to support all children and students in reaching their full potential?

➤ Question 4

How does the education system need to evolve as a result of changes to child care and the implementation of full-day kindergarten?

➤ Question 5

What more can we all do to keep students engaged, foster their curiosity and creativity, and help them develop a love of life-long learning?

➤ Question 6

How can we use technology more effectively in teaching and learning?

➤ Question 7

In summary, what are the various opportunities for partnership that can enhance the student experience, and how can they benefit parents, educators and our partners too?

Your thoughtful consideration and answers to these questions will help shape an updated vision for the future of education in Ontario.

Next Steps

Beginning in the new school year, the Minister of Education will conduct a number of consultation sessions. She wants to hear from education stakeholders, parents, students and members of the business, research and innovation, not-for-profit and Aboriginal communities, just to name a few. These sessions will start in Toronto for provincially focused organizations, moving then to regional meetings for more locally focused groups. And finally it will include some digital-only sessions to maximize the opportunity that technology provides to participate in the process of building an updated vision.

This is an exciting time in Education in Ontario. We have spent the last decade working with our education partners to create an education system that is recognized as one of the greatest around the world. Our task now is not to settle for *great*, but to instead continue striving for *excellent*. With your help, we can build an updated vision for the future of education in Ontario that will guide us in our journey.

We look forward to engaging discussions in the fall consultation process. If you wish to send a response to the questions before then, you can email: GreatToExcellent@Ontario.ca

Further Reading

For those interested in additional reading which may inform a vision for the future of education, you may wish to consider the following documents:

1. *Great to Excellent: Launching the Next Stage of Ontario's Education Agenda*, Michael Fullan, 2013
2. *A Vision for Learning and Teaching in a Digital Age*, Ontario Public School Boards' Association, 2013
3. *Ontario Early Years Policy Framework*, Ministry of Education, 2013.
4. *Modernizing Child Care in Ontario: Sharing Conversations, Strengthening Partnerships, Working Together*, Ministry of Education, 2012.
5. *Stepping Stones: A Resource on Youth Development*, Ministry of Children and Youth Services, 2012.
6. *Strong Performers and Successful Reformers in Education - Lessons from PISA for Japan*, OECD, 2012
7. *Strong Performers and Successful Reformers in Education - Lessons from PISA for the United States*, OECD, 2011
8. *How the world's most improved education systems keep getting better*, McKinsey & Company, 2010



From Great to Excellent: The Next Phase in Ontario's Education Strategy

Community Consultation Kit

We have created the Community Consultation Kit to help develop and guide your local consultations. Our hope is this kit will provide a useful framework for you to gather a wealth of untapped ideas from your community.

The consultation period will continue until November 15, 2013, giving people the opportunity to submit ideas and help take our education system – already one of the best in the world – from Great to Excellent.

To access these support materials, please download the files below.

- Introduction (PDF, 163 KB)
- Consultation Host Checklist (PDF, 94 KB)
- Facilitator Tips (PDF, 148 KB)
- Note Takers' Tips (PDF, 141 KB)
- The 7 Questions (PDF, 136 KB)
- Note Taker Form (PDF, 113 KB)
- Follow-up and Next Steps (PDF, 134 KB)
- Poster Template (PDF, 86 KB)
- Orientation for attendees (PPT) (coming the week of September 9, 2013)
- Minister's Video Message (coming the week of September 9, 2013)

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