



GRAND ERIE DISTRICT SCHOOL BOARD

Head Office, 349 Erie Avenue
Brantford, ON N3T 5V3

Committee of the Whole No. 2 Meeting September 17, 2012, 7:15 p.m.

MINUTES

PRESENT:

Trustees: C.A. Sloat, Chair, J. Angus, R. Collver, D. Dean, E. Dixon, B. Doyle, A. Everets, B. Johnston, C. Lefebvre, M. Macdonald, D. Werden, L. Bradovka (Student Trustee), D. Fleet (Student Trustee)

Administration: Director — J. Forbeck; Superintendents - G. Anderson, W. Baker, B. Blancher, McDonald, A. Nesbitt; Recording Secretary — D. Fletcher

REGRETS:

Trustees: Nil

Administration: J. Gunn

A – 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, C.A. Sloat at 6:30 p.m. for the purposes of conducting the In Camera Session.

(b) **Declaration of Conflict of Interest**

Nil.

(c) **In Camera Session**

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Board move into In Camera Session to discuss Legal Matters at 6:30 p.m.

Carried

Open Session reconvened at 7: 18 p.m.

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, C.A. Sloat, at 7:18 p.m. Students from Brock University were welcomed.

R. Collver, J. Angus and G. Anderson are attending the presentation of the Bellview Public School Hub at the City of Brantford Council meeting.

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

Moved by: B. Doyle
Seconded by: M. Macdonald
THAT the agenda be approved as printed.
Carried

(f) **In Camera Report**

Moved by: D. Werden
Seconded by: E. Dixon
THAT Item B-1-b be approved.
Carried

(g) **Delegations**

Nil.

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

(a) **Brantford Field of Dreams Community Partnership** (from May 14, 2012)

No update.

C – 1 Director's Report

J. Forbeck highlighted items of importance.

Lifelong Learning Week will be held September 17 – 23, 2012. It promotes the message of lifelong learning as an important component to build successful communities, raise attainment levels and encourage personal growth and development. In conjunction with Lifelong Learning Week, GELA will hold an open house on Thursday September 20, 2012 from 1:00 pm – 4:00 pm.

The Leadership Program brochure was distributed to trustees.

Bill 115 “Putting Students First” was passed on Tuesday, September 11, 2012. Pay increase, sick leave provisions and grid movement are some items that it addresses. J. Forbeck also discussed Regulation 274/12 which addresses changes to hiring long term occasional and permanent teachers.

D. Dean stated that the regulation infringes on student's rights. It is their right to have the best teacher in the class. Parents are not very aware of these concerns.

Meetings with Toby Barrett and Dave Levac were held to discuss these concerns.

D. Werden supported these concerns and will address them at OPSBA meetings.

A. Everets stated that the ongoing erosion of local control of education at the board level ultimately impacts students. The implication is that we were not hiring fairly and that their hiring practice template will somehow improve outcomes for students. This was an add-on piece that we need to be aware of it.

B. Johnston asked how many research papers and articles do we need to read to know that school boards that made a difference. He used Special Education classes as an example and referenced Bill 177.

Moved by: D. Dean

Seconded by: C. Lefebvre

THAT the Grand Erie District School Board receive the Director's report of September 17, 2012 as information.

Carried

D – 1 New Business – Action/Decision Items

(a) **Designated Head of Institution for the Purposes of the Municipal Freedom of Information and Protection of Privacy Act**

The Sample Instrument requires each trustee to sign to approve the designation of the Director of Education to act as head of the institution for the purposes of the *Municipal Freedom of Information and Protection Privacy Act*.

This only requires signing once, and does not need to be signed when new trustees are elected.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve designation of the Director of Education to act as head of the institution for the purposes of the Municipal Freedom of Information and Protection Privacy Act.

Carried

D – 2 New Business – Information Items

(a) **Enrolment Update**

M. McDonald reviewed the enrolment report as of Friday September 14, 2011, as an early representation of enrolment for the school year.

2012-2013 projected numbers for elementary show 16, 418.5 with an actual of 16,627.5

The secondary schools are more complex in nature, showing projected Average Daily Enrolment (ADE) of 9,862.8 and actual Average Daily Enrolment (ADE) of

9,874.5 with an increase of 11 students. Although it shows an increase of 11 students, the secondary school enrolment of students are decreasing.

Moved by: C. Lefebvre

Seconded by: A. Everets

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

Carried

(b) **Junior Undiscovered Math Prodigies (JUMP) Math Research Project**

B. Blancher provided background on how this project was developed and Grand Erie District School Board was approached because researchers needed a school board that could allow access to up to 50 schools; 40 schools agreed to participate. Two groups were randomly chosen, JUMP and Control. This project fits well with the Multi-year plan and Board Improvement Plan in mathematics. It is fully funded entirely by the institute. A list of schools participating was provided.

B. Johnston supports the program, and finds it an exciting and amazing program that allows us to go outside the box.

In response to C.A. Sloat, B. Blancher explained that this whole program that will run for two years. Parent approval is a component that is confirmed prior to participation. A summary providing the differences in First Steps in Math and JUMP Research Project will be provided to the Board.

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School receive the JUMP Math Research Project Report as information.

Carried

(c) **2011-2012 Board Improvement Plan for Student Achievement Goals**

The 2011-2012 Board Improvement Plan for Student Achievement goals were provided.

B. Blancher discussed the target, outcome and observations for the following smart goals in the Elementary Program:

- 1) Grade 3 achievement at level 3 and 4 in reading decreased by 2 %
- 2) Grade 3 achievement at level 3 and 4 in writing increased by 2%
- 3) Grade 3 achievement at level 3 and 4 in math decreased by 3 %
- 4) Grade 6 achievement at level 3 and 4 in reading increased by 5%
- 5) Grade 6 achievement at level 3 and 4 in writing increased by 2%
- 6) Grade 6 achievement at level 3 and 4 in math increased by 2%

In response to D. Werden, B. Blancher explained why only 37% Compensatory Education schools were successful in Math in grades 3 and 6 and that the data is still being gathered.

A. Nesbitt discussed the target, outcome and observations for the following smart goals in the Secondary Program:

- 1) Accumulation of 8/8 credits in Grade 9 increased by 8%
- 2) Accumulation of 16/16 credits in Grade 10 increased by 8%
- 3) Grade 9 achievement at level 3 and 4 in math increased by 2% for academic and 2% for applied in the EQAO test
- 4) Grade 10 achievement in the OSSLT increased by 1%

In response to M. Macdonald, A. Nesbitt explained in relation to smart goal #2 and observation of in-services provided for intermediate teachers, there is a plan being discussed to support in-service for teachers at Six Nations Schools and this will be outlined in the next report on the draft 2012-13 Board Improvement Plan.

W. Baker discussed the target, outcome and observations for the following smart goal as embedded in the Elementary Program and C. McKenzie discussed the target, outcome and observations for the following smart goals as embedded in the Secondary Program:

- 1) Grade 3 achievement at Levels 3 and 4 in Reading for students with Special Education needs decreased by 4%.
- 2) Grade 3 achievement at Levels 3 and 4 in Writing for students with Special Education needs increased by 8%.
- 3) Grade 3 achievement at Levels 3 and 4 in Mathematics for students with Special Education needs increased by 2%.
- 4) Grade 6 achievement at Levels 3 and 4 in Reading for students with Special Education needs increased by 7%.
- 5) Grade 6 achievement at Levels 3 and 4 in Writing for students with Special Education needs increased by 5%.
- 6) Grade 6 achievement at Levels 3 and 4 in Mathematics for students with Special Education needs increased by 1%.
- 7) Grade 9 achievement at Levels 3 and 4 in Applied Mathematics for students with Special Education needs decreased by 4%.
- 8) Grade 9 achievement at Levels 3 and 4 in Academic Mathematics for students with Special Education needs increased by 3%.
- 9) Credit accumulation of 8/8 for students with Special Education needs increased by 4%.
- 10) Credit accumulation of 16/16 for students with Special Education needs increased by 8%.
- 11) The OSSLT success rate for students with Special Education needs increased by 5%.

D. Werden found the report excellent and queried the discrepancy in grade 3 writing 4% to 50% to outcome results increased 8% to 45%.

W. Baker explained the discrepancy in methodology used, and pointed out that primary EQAO targets in the BIPSA 2011-2012 for students with Special Education needs cited Method Two data that excluded students who were exempt or absent. The rest of the targets used Method One data, which included all students including those who were exempt and absent.

Moving forward for the 2012-2013 BIPSA, Method Two data will be used for Special Education target setting.

In response to D. Dean, W. Baker explained that grade 3 reading difficulty is classified as early identification, and not necessarily formal identification.

J. Forbeck discussed the smart goals for First Nations, Métis, Inuit in the Elementary and Secondary Program. Subsets include gender, Special Education. EQAO tried to gather data to determine self-identification students. Over the course of last year, tuition agreement and self-identification students are now in a First Nations category. Limited data for those students should be ready by late September 2012.

G. Anderson arrived at 8: 18 pm.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the 2011-2012 Board Improvement Plan for Student Achievement Goals Report as information.

Carried

(d) **2012-2013 Draft Board Improvement Plan for Student Achievement**

B. Blancher introduced her team: Lori Barkans, Principal Leader – School Effectiveness, Bill Valoppi – Principal Leader – Elementary Program, Nancy Norton – Program Coordinator- Elementary Program, and Carol McKenzie – Principal Leader – Special Education.

The draft plan will be submitted to the ministry by October 31, 2012. As a living document, feedback and input is welcomed. Elementary and Secondary principals will see the plan in the next few weeks.

J. Angus arrived at 8:21 p.m.

R. Collver arrived at 8:22 p.m.

The Elementary Program goals for improvement were reviewed

B. Valoppi outlined the reading goals, L. Barkans outlined the writing goals, and C. McKenzie outlined the Special Education goals.

In response to R. Collver, B. Blancher explained that Class Act is an extension of KLLIC and was piloted at a few schools last year. R. Collver requested a follow up on that strategy.

In response to R. Collver, B. Blancher explained that achievement data includes EQAO scores (eight strands of data that include five in math and three in language), it is perceptual data.

In response to M. Macdonald, system implementation and monitoring include report card data.

M. Macdonald likes the specific responsibilities to each group and suggested removing the term “will support”.

In response to R. Collver, C. McKenzie explained that on slide #8, Special Education - PD sessions refer to regular class not self-contained. The goal of project is to prepare for EQAO and would run through fall to spring and then in preparation for grade 6 EQAO testing.

In response to M. Macdonald, C. McKenzie acknowledged that in the past assistive technology may be difficult to understand but has improved a great deal since then.

A. Nesbitt introduced his team: Paul Kostelny - Principal leader for student success and Jason Hall, Program Coordinator for Secondary Program.

The Secondary Program goals for improvement were reviewed.

In response to M. Macdonald, A. Nesbitt confirmed that the After School Support Program would be run by individuals that are hired.

In response to D. Werden, P. Kostelny addressed the after school opportunities for those students who are bussed. He explained that this is similar co-curricular activities in that parents would pick up their children from school. This is a high priority for parents and they would be contacted prior to their child committing to this program.

In response to R. Collver, A. Nesbitt explained GELA review would be a minimum of one year and the team would include A. Nesbitt, P. Kostelny, Jason Hall, three representatives from GELA, and a finance representative. The goal is to look at the program and make determinations for the Stop/Start Program.

In response to D. Werden, M. McDonald explained that he is not sure if the language in the act refers to the student success positions or if it is specific to these sections. There may be an amount of money that needs to be clawed back.

In response to C.A. Sloat, A. Nesbitt discussed the new Cross Panel Research for Math (CPR-M) and how this has been done before, in literacy particularly in writing pieces for the grade 7 curriculum.

J. Forbeck spoke about focused strategies and support for students, teachers and community engagement for First Nations, Métis, & Inuit (FNMI).

C. VanEvery-Albert and D. Montour reiterated the difference between last year and this year. Specific goals do not appear on this year's plan, as FNMI staff share selective goals with Elementary and Secondary Program teams. Collaborative work with the student success teams will be the focus.

B. Blancher thanked the support staff that attended and presented at the meeting tonight.

In response to D. Dean, B. Blancher indicated that in terms of general satisfaction and subset information, it will be included in the full report coming to Board on October 15, 2012.

Moved by: C. Lefebvre

Seconded by: J. Angus

THAT the Grand Erie District School Board receive the 2012-2013 Draft Board Improvement Plan for Student Achievement Report as information.

Carried

(e) **Data Report – Voluntary Aboriginal Self-Identification**

J. Forbeck explained that during the 2011-2012 school year, the Grand Erie District School Board approved revision to the Aboriginal Voluntary Self-Identification Policy and Procedures (SO132). The first major change was to align with Ministry direction to include tuition agreement students with the First Nation category and not differentiate as has been in the past.

Summary recaps in 2012 identified a 27% increase in self-identification.

D. Dean acknowledged C. VanEvery-Albert and D. Montour on their hard work last year to establish a basis of data collection.

Moved by: R. Collver

Seconded by: M Macdonald

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

Carried

(f) **Data Report – Supervised Alternate Learning (SAL) Annual Report**

A. Nesbitt provided a background of Supervised Alternative Learning (SAL) and referred to the credit summary and Credit Summary, and Cumulative Data Summary analysis.

In response to J. Angus, A. Nesbitt stated that SAL replaced SALEP in February 2011. He explained that the number of students in SAL have increased in numbers of students due to the supports in place that allow for more students. Better

attendance procedures being followed and the mandatory school changing also factor in. Principals are more directly involved with SAL students than in previous years. Vice- principals will be part of the team that will be working with these students.

Moved by: M. Macdonald

Seconded by: C. Lefebvre

THAT the Grand Erie District School Board receive the Data Report – Supervised Alternate Learning (SAL) Annual Report as information.

Carried

E – 1 Other Business

(a) OPSBA Report

D. Werden requested guidance and support for voting purposes of positions at OPSBA next week.

The trustees voiced their opinions on the candidates with consideration factors such as forward thinking, well-spoken, strong presenter, approachable and good listener, supportive to other committees.

D. Werden will listen to the speeches and determine the appropriate person.

R. Collver provided a quick update on the meeting with the Mayor of Brantford held last week. It was a positive meeting that encouraged developing partnerships with the city in terms of planning. It was also recommended to contact the Brant Haldimand Norfolk District Catholic School Board to work with them in a work force meeting. A letter will be forwarded.

At the Bellview Public School Hub presentation tonight at the City of Brantford Council meeting, the motion was amended to recommend the funding be considered. Social Services will seek funding.

F – 1 Correspondence

Nil.

G – 1 Adjournment

Moved by: B. Johnston

Seconded by: A. Everets

THAT the meeting be adjourned at 9:44 p.m.

Carried