



Committee of the Whole Board Meeting

Tuesday, April 6, 2021

MS Teams

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property 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** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- D - 1 **New Business - Action/Decision Items** R. Wyszynski
- * (a) International Students - Fee Structure
- D - 2 **New Business - Information Items**
- * (a) e-Learning Annual Report D. Martins
 - * (b) Before and After School Programs 2021-22 A. Smith
 - * (c) Learning Plan Leveraging Digital Update L. Munro
 - * (d) Trustees' Expenses Report (F3) R. Wyszynski
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- * (a) P01 Special Education Guiding Principles (C) L. Thompson
- E - 2 **Procedure Consideration - Information Items**
- * (a) F104 Advertising (C) J. Roberto
 - * (b) HR109 Offence Declaration (C) S. Sincerbox
 - * (c) SO126 Volunteers (C) J. Roberto
 - * (d) P108 Program of Choice (C) D. Martins
- F - 1 **Other Business**
- (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- * (a) PSW Letter
 - * (b) Correspondence from the Waterloo Region District School Board
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Tuesday, April 6, 2021

MS Teams

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

Indigenous Education Advisory Committee (IEAC)	April 19, 2021	1:00 PM	MS Teams
Budget Review Meeting	April 20, 2021	5:30 PM	MS Teams
Special Education Advisory Committee (SEAC)	April 22, 2021	6:00 PM	MS Teams
Chairs' Committee	April 26, 2021	5:45 PM	MS Teams
Board Meeting	April 26, 2021	7:15 PM	MS Teams
Education Week	May 3-7, 2021	--	--
Committee of the Whole	May 10, 2021	7:15 PM	MS Teams
Privacy and Information Management Committee (PIM)	May 13, 2021	3:00 PM	MS Teams
Grand Erie Parent Involvement Committee (GEPIC)	May 13, 2021	6:30 PM	MS Teams
Budget Review Meeting	May 17, 2021	5:30 PM	Board Room
Safe and Inclusive Schools Committee (SIS)	May 20, 2021	1:00 PM	Board Room
Special Education Advisory Committee (SEAC)	May 20, 2021	6:00 PM	Board Room
Budget Review Meeting	May 27, 2021	5:30 PM	Board Room
Chairs' Committee	May 31, 2021	5:45 PM	Norfolk Room
Board Meeting	May 31, 2021	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **International Students – Fee Structure**
 DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the 2021-22 Tuition Fees for International Students.

Background

Grand Erie receives several applications from students outside of Canada to attend our schools each year. International student enrolment at Grand Erie secondary schools over the past five years is detailed in the table below.

International Tuition Fees - Summary of Students Enrolled [2015-16 to 2020-21]										
School Year	Secondary Tuition Fee	ADE - School Year Enrolment								Total by Year
		WDHS	PJCVS	NPCVS	SCS	BCI	PDHS	CSS	MPSS	
2015-16	\$12,655	-	-	2.0	-	1.0	1.0	-	-	4.0
2016-17	\$12,655	-	1.0	-	-	2.0	1.0	-	-	4.0
2017-18	\$12,840	-	2.0	2.0	1.0	4.0	-	0.5	-	9.5
2018-19	\$13,030	1.0	-	2.0	-	1.0	-	-	-	4.0
2019-20	\$13,030	-	2.0	1.0	-	3.5	-	-	-	6.5
2020-21	\$13,155	-	3.0	2.0	-	2.0	-	-	1.0	8.0
Total by school		1.0	8.0	9.0	1.0	13.5	2.0	0.5	1.0	36.0

Budget Implications/Funding Source(s)

It is recommended that a fee structure for international students be developed to ensure that additional supports required for these students are considered and funded without redirecting resources from the funding provided by the Ministry for the pupils of the Board. The \$275 non-refundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide English as a Second Language (ESL), initial assessments and other required supports for international students have been considered when setting the fees.

The elementary fee per pupil as calculated by the Ministry of Education for Grand Erie in the *"Calculation of Fees"* for 2020-21 is \$10,788 (\$10,430 in 2019-20).

For comparison, the secondary fee per pupil as calculated by the Ministry of Education for Grand Erie in the *"Calculation of Fees"* for 2020-21 is \$11,924 (\$11,233 in 2019-20).

Schools boards have to flexibility to set their own rates for international students; which take into consideration, the aforementioned Ministry calculations.

The full proposed fee schedule for 2021-22 is as follows:

Secondary	Base Fee	Application Fee*	Total 2021-22 Proposed Fee	2020-21 Fee
a) Full School Year (two semesters – 8 credits)	\$12,880.00	\$ 275.00	\$ 13,155.00	\$13,155.00
b) Half School Year (one semester – 4 credits)	\$ 6,440.00	\$ 275.00	\$ 6,715.00	\$ 6,715.00
c) Summer School (July – 1 credit)	\$ 1,820.00	\$ 100.00	\$ 1,920.00	\$ 1,920.00
d) Additional credits (1 credit to complete requirements)	\$ 2,290.00	\$ 100.00	\$ 2,390.00	\$ 2,390.00
e) Additional credits (2/3 credits to complete requirements)	\$ 5,720.00	\$ 275.00	\$ 5,995.00	\$ 5,995.00
f) ESL Program fee per class (non-credit - Joseph Brant Learning Centre)	\$ 43.00	\$ -	\$ 43.00	\$ 43.00

*(non-refundable application fee)

Elementary	Base Fee	Application Fee*	Total 2021-22 Proposed Fee	2020-21 Fee
a) International Student	\$10,800	\$275	\$11,075	\$10,775

*(non-refundable application fee)

Next Steps

Agencies that facilitate International Student placements will be informed of the fee change for 2021-22. The new fee table will be posted on the Board's website.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **eLearning Annual Report**
DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the eLearning Annual Report as information.

Background

The Grand Erie District School Board has been delivering eLearning programming since September 2002. During this time the program has expanded to include a greater number of courses in a variety of grades and pathways. Grand Erie eLearning offers courses in partnership with the Ontario eLearning Consortium (OeLC), as well as courses shared internally amongst Grand Erie schools, a pilot project that began in 2018-19 and has continued expanding in subsequent years. The OeLC is a growing group of 34 school boards that share eLearning courses, students, and resources for the purposes of increasing access to eLearning. The OeLC has a set proportionate limiter for member boards which is based upon the size of the Board's eLearning program and the proportionate number of Out-of-Board students accepted. This is to ensure that the traffic balance of "in" and "out" of Board students does not exceed this limiter amount. In addition, the Virtual Learning Environment (VLE) is used to support student learning through: eLearning, Blended Learning, MyBlueprint, Credit Recovery, Summer School, Continuing Education, Professional Learning Environments, Adult Education, and other emergent initiatives.

Current eLearning Programs:

Asynchronous eLearning (Consortium and Internal Offerings)

In this delivery model, students and their teachers do not work simultaneously.

In 2019-20 Semester 2, Grand Erie teachers delivered nine asynchronous eLearning courses through the OeLC, and five courses asynchronously internally within Grand Erie. These internal enrolments spanned across ten of the fourteen secondary schools. 150 Grand Erie students took consortium-based eLearning courses offered by Grand Erie teachers. Additionally, 99 Grand Erie students were placed in courses offered by other school boards within the OeLC. In addition, Grand Erie accepted 80 students from other consortium school boards into its eLearning courses. Finally, 107 students took courses shared internally between Grand Erie schools. The Semester 2 success rate for students enrolled in Grand Erie eLearning Consortium-based courses was 95%, while the success rate for Internal-based courses was 86%. Semester 2 was directly impacted by the Covid-19 pandemic, with all Ontario students moving to emergency distance learning from home.

Consortium-Based Asynchronous Success Rates – Semester 2 2019-20				
Course	Count Date March 31	Full Disclosure Date (March 13 th as per Ministry directive)	Course End	Success Rate
BAT4M Principles of Financial Accounting	24	23	23	91% 21/23
ENG4U English	29	28	28	96% 27/28
HHS4U Families in Canada	27	25	24	100% 24/24
HRT3M World Religions and Belief Traditions	30	29	29	93% 27/29
HSB4U Challenge and Change in Society	30	28	27	96% 26/27
ICS3U Introduction to Computer Science	30	29	29	96% 28/29
MHF4U Advanced Functions	25	20	19	100% 19/19
PPZ3C Health for Life	29	28	25	88% 22/25
SBI3U Biology	29	26	26	100% 26/26

Internal Course Asynchronous Success Rates – Semester 2 2019-20				
Course	Count Date	Full Disclosure Date (March 13 as per Ministry directive)	Course End	Success Rate
CHW3M World History to the 15 th Century	31	28	27	85% 23/27
MCV4U Calculus and Vectors	12	12	12	91% 11/12
MDM4U Data Management	25	25	25	100% 25/25
OLC4O OSSSL Course	19	19	19	63% 12/19
SBI4U Biology	26	24	24	91% 22/24

During 2020-21 Quadmester 1 (Q1), Grand Erie teachers delivered five asynchronous eLearning courses through the OeLC, and two courses that were shared internally between Grand Erie schools only. 69 Grand Erie students took Consortium-based eLearning courses offered by Grand Erie teachers, while 93 Grand Erie students were placed in courses offered by other school boards. In addition, Grand Erie accepted 57 students from other Consortium school boards into its eLearning courses. Please note these Q1 Consortium enrolment figures include all full Semester 1 offerings from other Boards. Finally, 45 students took courses shared internally between Grand Erie schools. The Quadmester 1 success rate for students enrolled in Grand Erie eLearning Consortium-based courses was 94%. The Quadmester 1 success rate for students enrolled in Grand Erie eLearning internally shared courses was 93%.

Consortium-Based Asynchronous Success Rates – Quadmester 1 2020-21				
Course	Count Date Sep 29	Full Disclosure Date October 28	Course End	Success Rate
CHY4U World History Since the 15 th C	28	26	26	100% 26/26
ENG4U English	31	27	27	96% 26/27
GWL3O Designing Your Future	34	28	28	82% 23/28
HSP3U Introduction to Anthropology, Psychology, Sociology	28	26	26	100% 26/26
ICS3U Introduction to Computer Science	21	19	19	94% 18/19

Internal Course Asynchronous Success Rates – Quadmester 1 2020-21				
Course	Count Date Sept 29	Full Disclosure Date October 28	Course End	Success Rate
MDM4U Data Management	30	25	24	92% 22/24
PSK4U Introductory Kinesiology	25	20	20	95% 19/20

During 2020-21 Quad 2, Grand Erie teachers delivered four asynchronous eLearning courses through the OeLC, and four courses that were shared internally between Grand Erie schools only. 58 Grand Erie students took Consortium-based eLearning courses offered by Grand Erie teachers, while 27 Grand Erie students were placed in courses offered by other school boards. In addition, Grand Erie accepted 59 students from other Consortium school boards into its eLearning courses. Finally, 59 students took courses shared internally between Grand Erie schools. The Quadmester 2 success rate for students enrolled in Grand Erie eLearning Consortium-based courses was 99%. The Quadmester 2 success rate for students enrolled in Grand Erie eLearning internally shared courses was 79%.

Consortium-Based Asynchronous Success Rates – Quadmester 2 2020-21				
Course	Count Date Dec 7	Full Disclosure Date January 19	Course End	Success Rate
BAF3M Financial Accounting Fundamentals	31	31	31	100% 31/31
BOH4M Business Leadership	33	30	30	96% 29/30
CGW4U World Issues: A Geographic Analysis	30	29	29	100% 29/29
EWC4U The Writer's Craft	33	27	27	100% 27/27

Internal Course Asynchronous Success Rates – Quadmester 2 2020-21				
Course	Count Date Dec 7	Full Disclosure Date January 19	Course End	Success Rate
CHA3U* American History	5	5	5	60% 3/5
CHY4U World Issues Since the 15 th C	16	16	16	100% 16/16
HSP3C* Introduction to Anthropology, Psychology, Sociology	7	7	7	57% 4/7
SBI4U Biology	32	31	31	100% 31/32

*CHA3U/HSP3C taught as split course

Continuing Education and Summer School

Continuing Education, through Grand Erie Learning Alternatives, offers a variety of eLearning courses. On March 22, 2021, there were 880 active Grand Erie student registrations in Continuous Intake eLearning courses. In 2020, 1722 students attempted Summer School eLearning courses offered by Grand Erie.

Grand Erie eLearning Website

The website is accessible under the 'Secondary' then 'Programs' heading at granderie.ca. Students, parents, and guidance counsellors can find information about Grand Erie's eLearning course offerings, technical requirements to take an eLearning course, a student checklist for eLearning readiness, and access to the VLE. Two quick links to the VLE can also be found on the main Grand Erie splash page, with one prominently in the main links menu and the other found at the bottom of the page under 'Resources'.

Role and Responsibilities of the District eLearning Contact (DeLC)

The District eLearning Contact position helps to facilitate Grand Erie's eLearning Program in the following ways:

- **Collaborate with TELTc** – The DeLC will support eLearning and Blended Learning in Grand Erie through a partnership with the TELTc, with shared goals to build capacity, create learning resources, and improve VLE infrastructure.
- **OeLC** – The DeLC will be the direct contact for the OeLC and its members, ensuring commitments to guidelines are upheld and a fair traffic balance is sustained.
- **Enrolment** – The DeLC will help maintain the eLearning Student Information System- SIS (currently Prism) by managing Consortium and Internal courses and enrollments.
- **Guidance Support** – The DeLC will provide Guidance Counsellors with best practices for eLearning registration and navigating the eLearning SIS.
- **Pedagogy** – The DeLC will work collaboratively with eLearning educators to help guide strong pedagogy in an online environment and provide support as needed.

Role and Responsibilities of the Technology Enabled Learning and Teaching Contact (TELTc)

The Technology Enabled Learning and Teaching Contact is a position that is funded through the Ministry of Education. It is the vision of the Ministry that the TELTc, as a leader of technology enabled learning and teaching, will foster co-learning and collaboration. The Ministry has provided the following areas of focus for the person in this role:

- **Capacity Building** - The TELTc will build the individual and collective capacity of educators through ongoing professional learning within the school board.
- **Learning Resources** - The TELTc will facilitate the development of resources in the school board to support technology enabled learning and teaching.
- **Learning and Teaching Expertise** - The TELTc will provide the leadership needed for classroom educators, school and system leaders, and professional learning facilitators to better understand and embrace the enabling role of technology in expanding what, how, when, and where learning takes place.
- **Infrastructure** - The TELTc will support the use of the provincially licensed virtual learning environment for students and professional learning.
- **Operations** - The TELTc will work collaboratively with the Ministry in order to inform and guide work related to technology enabled learning and teaching in the school board and across the province.

Considerations and New Developments for 2020-21

- Review the practice of moving Internal-based eLearning courses to the Consortium once all schools have ample time to register students. This helps free up traffic balance space so that Grand Erie students have more Consortium course options available to them.
- Monitor the current Ministry of Education plan to have every secondary school student take a minimum of 2 eLearning credits, unless an exemption is requested by parent/guardian or adult student. This applies to the Grade 9 cohort of students entering secondary school in 2020-21. Questions remain on delivery model, course specifics, and overall guidelines. Once these are released by the Ministry, Grand Erie's eLearning program will likely have significant growth to accommodate these new mandatory courses.
- Assess the eStudent Device Program which saw each school receive a minimum of 10 devices for students taking eLearning courses. Further deployments of eStudent devices may be explored in the coming months, depending upon the eLearning budget and results of the review.
- Brightspace by Desire2Learn (D2L) has secured a long-term contract to remain the provincially licenced VLE. There will be a continued effort to make improvements to the environment for educators and students as well as repair concerns as they arise.
- Continue to support the asynchronous eLearning program, which includes promotion of the program, communication with principals and guidance departments, professional development for teachers, and support for students.
- Continue to ensure alignment between Education Technology Initiative, Student Success Initiative, and eLearning.
- Continue to ensure alignment between Adult Education, Continuous Education, and Alternative Education models and eLearning.

Budget Implications / Funding Sources

For the 2020-21 school year, \$50,000 was provided through the Grand Erie budget process to support the eLearning initiative. The budget was used to support:

- Registration site licensing fee and OeLC operation expenses.
- Teacher training and professional development for eLearning teachers.
- OeLC Governing Council meetings (4 times per year involving the Principal of eLearning and program staff).
- Laptops and other required hardware for eTeachers.
- VLE support software

Ongoing Plan

1. Revisit discussion regarding teaching sections occurs at secondary staffing committee meetings with OSSTF and Human Resources in March/April.
2. The eLearning Principal regularly communicates updates with other principals at the monthly Secondary Program principals' meetings.
3. The District eLearning Contact (DeLC) regularly communicates with guidance counsellors through email and at the Guidance Heads meetings.
4. DeLC and ePrincipal liaise with Grand Erie committees and other stakeholders as required.
5. Regular attendance at OeLC and Ministry of Education meetings by the Superintendent, ePrincipal, DeLC, and TELTc occurs to maintain a provincial perspective.
6. The DeLC and TELTc communicate with principals and teachers to support technology enabled learning.

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,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: April Smith, Superintendent of Education
RE: **Before & After School Programs Kindergarten – Grade 6, 2021-22**
DATE: April 6, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Before and After School Programs 2021-22 as information.</p>

Background

School boards are required under the Ministry of Education's *Before-and-After School Programs Kindergarten – Grade 6 Policies and Guidelines, revised September 2016* to ensure the provision of before-and-after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand and/or viability.

Before-and-After School Programs must be available on every instructional day and, may operate on non-instructional days if there is a need required by families within the community. Joint board/local service system manager/third-party provider meetings continue to occur frequently throughout the year to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Additional Information

School boards were always able to directly operate or enter into an agreement with a third party that was either:

- A licensed not-for-profit third-party childcare centre that is eligible to receive fee subsidy payments for children enrolled in the program, and/or
- An authorized recreational and skill building program for after school programs (Grade 1 to Grade 6)

Under the revised guidelines, school boards may now enter into agreements with a third party that is a for-profit provider, and, authorized recreational and skill building after school programs, can now include Kindergarten students.

In accordance with the Act and regulations, two or more school boards may enter into an agreement together for one of the school boards to directly operate or enter into an agreement with a third party to operate a before and/or after school program or authorized recreational and skill building after school program in a school of the board, for students in another school board. Grand Erie currently provides seven joint programs in partnership with our coterminous board that are of benefit to our school communities.

Due to the shortage of Early Childhood Educators across the province, providers continue to struggle to retain and recruit new staff. The joint board/local service system manager decision to prioritize current before-and-after school programs that have waitlists prior to initiating new programs at new sites will continue. On March 19th, our childcare partners who currently provide programs in our schools were emailed to confirm their interest in continuation of their current programs.

A survey has been distributed to families at Grand Erie school sites where Before and After School Program care do not currently exist within or at a close offsite location. In partnership with our coterminous board and CMSMs, collaborative plans will be developed to support families where survey data has determined a viable need.

To date, third-party providers have confirmed the continuation of before-and-after school programs as listed below. It is important to note, that based on changing needs and viability, a Before and After School program or Recreation Third Party Provider program may not run due to a decrease in interest and available staff.

Before and After School Care Program Status – as of April 6, 2021

School	Before & After School Program Third Party Provider	Surveyed for 2021-22	Recreation Third Party Provider	Offsite Provider
Agnes Hodge		X		Kiddy Korner Daycare (Boys and Girls Club)
Banbury Heights	Boys and Girls' Club			
Bellview	YMCA			
Bloomsburg		X		
Boston	Today's Family			
Branlyn Community	YMCA			
Brier Park	YMCA			
Burford District Elementary	Burford Co-Op		County of Brant Kids Zone	
Caledonia Centennial	CYPRES			
Cedarland		X		
Centennial-Grand Woodlands		X		
Central, Brantford	* YMCA Scheduled to open April 15, 2021	X		
Cobblestone	Paris Childcare		County of Brant Kids Zone	
Courtland		X		
Ecole Confederation	YMCA			
Delhi		X		
École Dufferin	YMCA			
Echo Place	YMCA			
Elgin Ave.		X		
Glen Morris		X	County of Brant Kids Zone	
Graham Bell-Victoria		X		
Grandview	YMCA			
Greenbrier	YMCA			
Hagersville Elementary		X		Students are bussed to Koala T Care
Houghton		X		

School	Before & After School Program Third Party Provider	Surveyed for 2021-22	Recreation Third Party Provider	Offsite Provider
J. L. Mitchener	CYPRES			
James Hillier	YMCA			
Jarvis	Parkway			
King George		X		
Lakewood	Today's Family <i>Accommodates St. Cecilia's</i>			
Langton	Norfolk Little People's (not operating in 2020-21)	X		
Lansdowne-Costain	YMCA			
Lynndale Heights	Today's Family			
Mapleview	YWCA			
Major Ballachey		X	Boys and Girls Club	
Mt. Pleasant	YMCA		County of Brant Kids Zone	After school Rec. program Boys & Girls Club
North Ward	Paris Child Care (not operating in 2020-21)	X		
Oakland-Scotland		X		Just 4 Moms & Kids
Oneida Central		X		
Onondaga-Brant	YMCA			
Paris Central		X	County of Brant Kids Zone	
Port Rowan	Christ the King (not operating in 2020-21)			Calvary Daycare
Prince Charles	YMCA			
Princess Elizabeth		X		
Rainham Central		X		
River Heights	CYPRES			
Russell Reid	YMCA			After school Rec. program Boys & Girls Club
Ryerson Heights	YMCA			After school Rec. program Boys & Girls Club
Seneca Central		X		
St. George-German		X	County of Brant Kids Zone	St. George Children's Centre
Teeterville		X		
Thompson Creek	YMCA			Students are bussed to YMCA program at Mapleview
Walpole North	Parkway Daycare			

School	Before & After School Program Third Party Provider	Surveyed for 2021-22	Recreation Third Party Provider	Offsite Provider
Walsh	Today's Family			
Walter Gretzky	YMCA			After school Rec. program Boys & Girls Club
Waterford	Today's Family			
West Lynn	Today's Family			
Woodman-Cainsville	YMCA			

Next Steps

- Survey data will be reviewed and communicated to the appropriate providers who will determine their ability to provide programming for school communities.
- Families will be notified of the available programs in May. Program options will continue to be available based on viability.
- Grand Erie will continue to build mutually beneficial relationships with our local childcare providers, Ministry leaders and our co-terminus board partners.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Respectfully submitted,

April Smith
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: Learning Plan Leveraging Digital Update
DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Learning Plan Leveraging Digital 2021 Board Report as information.

Background

In the fall of 2020, a learning council for the Learning Plan Leveraging Digital was established to coordinate the recommendations from the IBM Canada K-12 Education Division review in 2019. The recommendations from the IBM report involved a review of the utilization of education technology in the Grand Erie District School Board and provided next steps to be considered for the effective use of digital resources moving forward.

The Learning Plan Leveraging Digital fosters ongoing, collaborative, planning aligned with how digital resources might be leveraged better to enhance the learning environment and student achievement. The plan is based on the current achievement goals and priorities in the Grand Erie District School Board with specific focus on how educational technology could be purposefully and seamlessly integrated to enhance learning and achievement going forward.

Additional Information

Incremental implementation of the recommendations from the IBM report requires commitment to the strategic priorities, strong leadership, effective governance structures, aligned and focused resources, and ongoing financial discipline. The Learning Council is scheduled to meet five times per year with a mandate to:

- a. Create and execute a detailed implementation plan based on approved recommendations from Senior Administration;
- b. Conduct yearly assessments of progress to ensure ongoing improvements are incorporated into the Learning Plan Leveraging Digital implementation plan;
- c. Ensure educational technology continues to be aligned to the Multi-Year Strategic Plan and support the Essential Practices identified in the Learning Plan Leveraging Digital;
- d. Lead any working groups that are required for tasks such as the creation of the Professional Learning plan, the monitoring plan, etc.

Given the multiple and interdependent recommendations made within the IBM report, the Learning Council commenced the steps outlined in year one with a continued focus on the highest prioritized recommendations made within the report. Outlined below are the top recommendations, a system overview of current actions, and the timelines for each proposed action.

Top Recommendations	Specific Action	Timeline
1. Adopt an initial focus area	<p>While the Program Team focus for year one was the Triangulation of Data, the focus has been reprioritized to include Differentiated Instruction as the core common practice to reach more educators during virtual learning and blended learning.</p> <p>The Ed Tech team will participate in program team meetings to support cohesion in the focussed role of digital resources to support the Learning Plan.</p>	<p>Ongoing</p> <p>Commenced in fall 2019 and ongoing</p>
2. Governance	Learning Council established to include administration and educator representation.	<p>Fall 2019</p> <p>Meetings - ongoing</p>
3. Take prompt action to demonstrate commitment	<p>Program Teams have incorporated Professional Learning Environments (PLEs).</p> <p>Deployment of HP ProBook 360s to elementary and secondary educators and classrooms.</p>	<p>Initiated in fall 2019 and ongoing</p> <p>Initiated in fall 2019 and ongoing</p>

<p>4. Continue model for educator access and the digital toolkit</p>	<p>Launch of Grand Erie Mobile App allowing for one-way or two-way communication of between families and educators with School Messenger.</p> <p>Professional Learning supports including:</p> <ul style="list-style-type: none"> • synchronous learning sessions from Brightspace for Microsoft Teams. • SMART Learning Suite from Microsoft Teams to enhance synchronous learning with students. • Navigating Grand Erie's Digital Resource Toolbox. 	<p>Spring 2021</p> <p>Brightspace launched with full implementation as Grand Erie's Learning Management System in August 2020.</p> <p>After school sessions for educators (winter 2020). Program staff, Special Education, (winter 2020). Additional sessions offered in spring 2021.</p> <p>Digital Resource Toolbox highlighted during ongoing support sessions throughout 2020-2021.</p>
<p>5. Continue industry-leading and consistent model for student access</p>	<p>Year two of educator and classroom device refresh schedule.</p> <p>Since Sept. 2020 the following have been deployed to support virtual/remote learning:</p> <p>645 iPads from ITS 2,300 laptops from ITS 1550 school issued devices issued by schools</p>	<p>Phase 2 device refresh completed for all educators elementary and secondary classrooms.</p> <p>Year three will include refreshing approximately 2800 first generation HP 360 devices.</p>
<p>6. Comprehensive Professional Learning Plan</p>	<p>Digital contacts established in each Grand Erie school to support educator learning needs and increase comfort and fluency with technology.</p> <p>Weekly K-12 Program Team and Ed Tech Office Hours to support professional learning.</p>	<p>Ongoing Professional Learning Community</p> <p>Collaborative supports for Kindergarten/Primary, Junior/Intermediate, learning needs including grade-specific workshops. Ongoing</p>

	<p>K-12 professional learning offerings from Special Education, Program and Ed Tech Teams.</p> <p>Collaborative Inquiries with select groups of educators using Apple technology. Each group is leveraging Apple technology by looking at problems of practice and using cases for Grand Erie classrooms.</p> <p>Professional Learning opportunities for NTIP mentees.</p>	<p>secondary school-specific professional learning shaped by administrator feedback for the learning needs of staff.</p> <p>Ongoing supports for VLA teachers and LRTs accessing IEPs in Lite along with learning opportunities for educators with Lexia, Teach Town, and students requiring SEA tablets and iPads.</p> <p>Professional Learning series guided by the Apple Education Team and Ed Tech Team, winter and spring 2021, for Kindergarten Educators, French as a Second Language Educators, and the Special Education Program Team.</p> <p>Professional learning opportunities from K-12 Program, Special Education Program and Ed Tech Team for NTIP mentees; winter and spring 2021.</p>
7. Monitor Plan	Monitoring and Evaluation workgroup established to monitor the learning plan and incorporate additional measures and observations related to educator use of digital resources with their instruction.	Ongoing monitoring and evaluation and data analysis to refine the implementation of the learning plan. Guiding inquiry question: How do digital tools in Brightspace support differentiation needs for students and how do these tools impact quality instruction for educators when differentiating digitally?

Next Steps

Spring 2021 ongoing committee meetings are scheduled with a focus on Learning Resource, Professional Learning, and Monitoring and Evaluation working groups along with the ongoing implementation and collaboration and to ensure that this plan is reflected in the multi-year strategic plan and incorporated into our BIPSAW and annual operating plan moving forward.

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 supports the Technology indicator of Success for Every Student and the following statement: We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

Lisa Munro
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee's Travel and PD Expenses Report**
DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.

Background

Trustees are reimbursed for out of pocket expenses in accordance with Bylaw 15. The Bylaw requires that the expenses are reported to the Board in April and November each year.

The report details total expenses reimbursed current year to date expenses for 2020-21 from September 1, 2020 to February 28, 2021

Trustee Expense Report					
For the year ending February 28, 2021					
Trustee	Professional Development	Travel/ Mileage	Internet	Cell Phone	Total
Greg Anderson	-	\$ 561.56	\$ 480.00	\$ 430.41	\$ 1,471.97
Rita Collver	-	\$ 799.22	\$ 440.64	\$ 440.33	\$ 1,680.19
David Dean	-	\$ 62.66	\$ 280.00	\$ 270.00	\$ 612.66
Eva Dixon	-	\$ 693.84	\$ -	\$ -	\$ 693.84
Brian Doyle	-	\$ -	\$ -	\$ -	\$ -
Susan Gibson	-	\$ -	\$ -	\$ -	\$ -
James Richardson	-	\$ 140.89	\$ 239.97	\$ 255.00	\$ 635.86
Carol Ann Sloat	-	\$ 174.64	\$ 162.00	\$ -	\$ 336.64
Claudine VanEvery-Albert	-	\$ -	\$ -	\$ -	\$ -
Tom Waldschmidt		\$ 27.44	\$ 240.00	\$ -	\$ 267.44
Don Werden	-	\$ -	\$ -	\$ -	\$ -
Ava Burtis	\$ 159.75	\$ -	\$ -	\$ -	\$ 159.75
Ia'teieká:nereh Doxtador-Swamp	-	\$ -	\$ -	\$ -	\$ -
Zachary Garbaty	\$ 159.75	\$ 71.74	\$ -	\$ -	\$ 231.49
Total Trustees	\$ 319.50	\$2,531.99	\$1,842.61	\$1,395.74	\$ 6,089.84

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Liana Thompson, Superintendent of Education
 RE: **P01 Special Education Guiding Principles**
 DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy P01 Special Education Guiding Principles to all appropriate stakeholders for comments to be received by May 27, 2021.

Background

Procedure P01 Special Education Guiding Principles has been identified for review.

Additional Information

The policy has been updated slightly and is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Liana Thompson
 Superintendent of Education



POLICY

P1

Special Education Guiding Principles

Board Received: March 27, 2017 April 6, 2021

Review Date: April 2021

Policy Statement:

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

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Access to educational opportunities for all students
 - Students receive program in most enabling environment
 - Partnerships to support student needs are developed and promoted, within the board and in the community (see SO108 – Community Service Providers and Schools Working Together)
 - Training and support for classroom educators ~~teacher, early childhood educator,~~ and other school support staff is available ~~are apparent~~
 - Resources are allocated to meet the most urgent student learning and well-being ~~safety and learning~~ needs

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

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning and well-being needs of all students.
5. Resources are provided to support students to become as independent as possible in reaching their educational goals.
6. The classroom ~~teacher and early childhood educator~~ educators are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff provide resources in the form of tiered strategy suggestions and development, implementation support, coaching, and co-learning with work as a support to the classroom ~~teacher and early childhood educator~~ educators to build upon strengths and address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if the needs of the students are so extensive that they cannot be met in a regular class placement, ~~cannot meet the needs of students.~~

8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

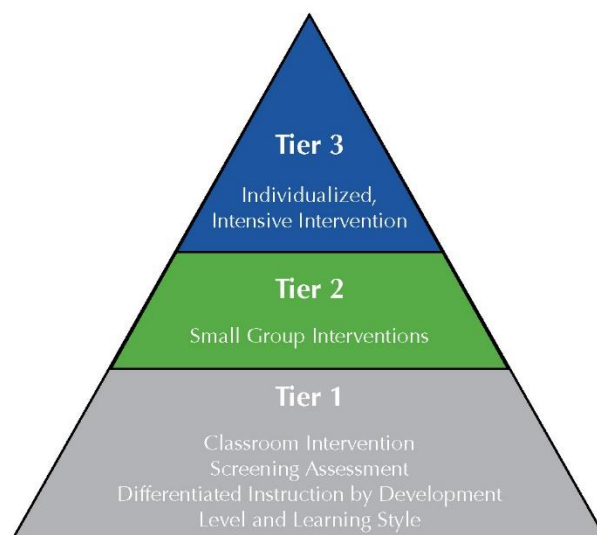
Guiding Principles in Special Education

1. All students can succeed. Success looks different for different students.

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning and well-being needs in the classrooms provides assessment and instruction that are responsive to these student needs. Supports are organized and offered to capitalize on student strengths and to support ~~based on~~ student need. In Tier 1 students meet their educational goals in a whole class setting, with supports provided. In Tier 2 students may require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-~~limited~~limited, and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.



3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.

Schools within the Grand Erie District School Board represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and building upon students strengths while meeting individual student needs within the context of group learning.

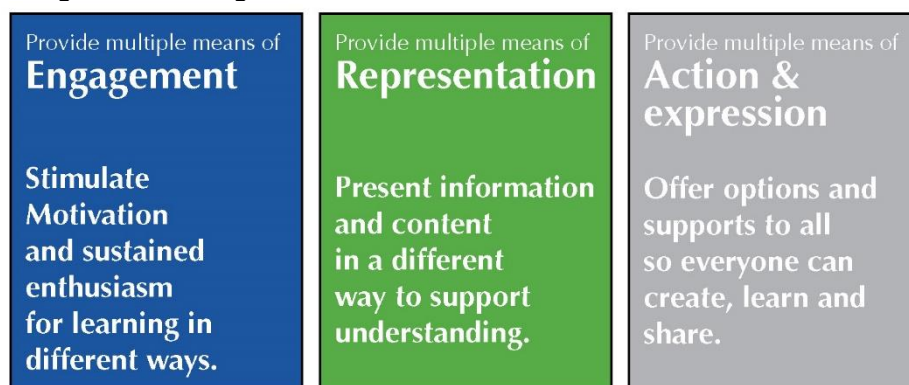
Universal design and differentiated instruction and assessment are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include

students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

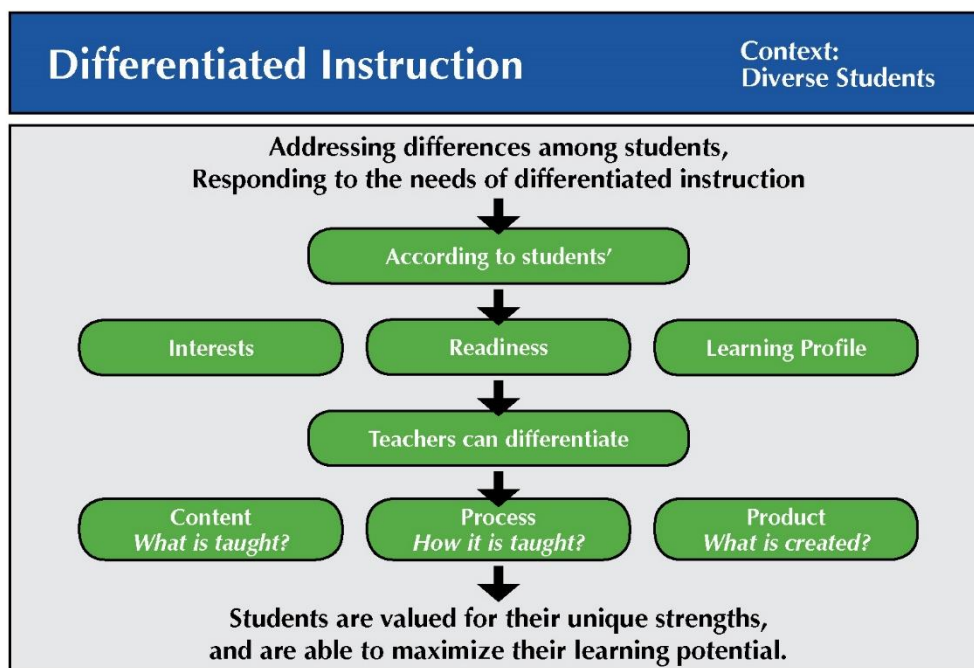
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

Universal Design for Learning



Universal Design for Learning: 3 principles

Differentiated Instruction



4. The goal for all schools is to create environments that consider and include the learning and well-being needs of all students.

The culture of the school is essential in fostering an attitude of inclusion and belonging. ~~and~~ The school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and ~~and~~ pedagogies and invites students and their parents/guardians to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents/guardians, the student, school staff, and system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is unable to meet the learning and well-being ~~not meeting the individual~~ needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Integration can be carried out in the process of inclusion. Integration ~~inclusion~~ can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

5. Resources are provided to support students to become as independent as possible in reaching their educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

6. The classroom ~~teacher and early childhood educator~~ educators are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff provide resources in the form of tiered strategy suggestions and development, implementation support, coaching and co-learning with work as a support to the classroom educators ~~teacher and early childhood educator~~ to build upon strengths and address the needs of the students.

Human resource supports are organized to support the classroom educators ~~teacher and early childhood educator~~, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and classroom educators ~~regular classroom teacher and early childhood educator~~, are the primary means by which special education learning needs are identified and addressed. The classroom educators ~~regular classroom teacher and early childhood educator~~ play a central role in the process of identifying special needs, coordinating ~~the~~ additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the classroom educators ~~regular classroom teacher and early childhood educator~~ is reflected in the allocation of resources to support pedagogical and

skill development ~~develop their skills~~ on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills and pedagogies for all classroom teachers and early childhood educators, must be supported by in-service, coaching materials, opportunities for co-learning and the provision of planning resources that target these areas.

At the school level, special education support for the classroom educators ~~teacher and early childhood educator~~ is ~~will be~~ provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued and respected members of the student's support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, Teacher Consultants – Gifted, Intellectual Disabilities, Autism, and Special Equipment Amount Teacher Technicians – Deaf/Hard of Hearing, Technology, System Learning Resource Teachers and ~~S~~system non-teaching staff - Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work, ~~and~~ Speech Language Pathologists Counsellors, Communicative Disorders Assistants and Lead Educational Assistants - are accessed through the School or Resource Team.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if **the needs of the student are so extensive that they cannot be met in a regular class placement.** ~~cannot meet the needs of students.~~

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

If a student's needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school. Modifying a student's program should not be undertaken lightly, as modifying early in a student's educational career may impact future academic achievement. Modifying a student's program should be a last resort, after implementing differentiated instruction and assessment and any accommodations required for the student to continue working at grade level.

Accommodations or Modifications?	
Accommodations	Modifications
Do <u>NOT</u> fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	Do Fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.
Provide equal ACCESS to learning and equal OPPORTUNITY to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the <u>SAME</u> as typical student	Grading and credit are <u>DIFFERENT</u>

Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

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

When a student's capacity to manage the demands of learning expectations in a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative, rather than a to regular program based in the Ontario curriculum, is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, a student with a gifted identification students who are identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or be placed in a gifted-class setting if their needs can no longer be met in the regular classroom setting with accommodations and modification provided. opportunities. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an

Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of not only the academic skills, but also the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, placement in a self-contained program may be appropriate until June of the year the student turns the age of 21. ~~then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.~~

8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.



We believe that students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: F104 Advertising
DATE: April 6, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure F104 Advertising to all appropriate stakeholders for comments to be received by May 27, 2021.</p>
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Background

Procedure F104 Advertising was approved by the Board in 2017 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



PROCEDURE

F104

Advertising

Board Received: March 27, 2017

Review Date: April 2021

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Advertising coordinated centrally
 - communications to stakeholder enhanced
 - advertising reflects equity and inclusiveness

Procedures:

1. All advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).
2. The originating school/department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.
3. The Board supports advertising expenditures in support of public awareness and information. Appropriate advertising expenditures include, but are not limited to:
 - school registration, including junior/senior kindergarten and secondary school
 - program offerings
 - extracurricular activities
 - public consultations
 - employment opportunities
 - requests for tenders for good and services
 - school board accountability to the public
 - informing a Board decision and/or initiative
 - partnership activities that benefit our students
4. All advertising using Board funds, or raised under the auspices of the Board (including through school fundraising) must include an authorized version of the Grand Erie logo (see By-Law 19).
5. Advertising for community meetings, commercial bids and other items as required by regulation or statute, shall include the name of the Board Chair (appearing flush left, at bottom of advertisement) and the Director of Education (appearing flush right, at bottom of advertisement).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: HR109 Offence Declaration
DATE: April 6, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure HR109 Offence Declaration to all appropriate stakeholders for comments to be received by May 27, 2021.

Background

Procedure HR109 Offence Declaration was approved by the Board in 2017 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



PROCEDURE

HR109

Offence Declaration

Board Received: March 27, 2017

Review Date: April 2021

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.
– Clear communication is present.

Procedures:

Rationale

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

Definition

An Offence Declaration means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act* (Canada) up to the date of the declaration that are not included in the last Police Record Check collected by the Board under this Regulation(s), and for which a pardon under Section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

Requirements

1. The Board shall collect an Offence Declaration from every employee by September 1 of each year in which the individual is employed by the Board after that day. Failure to provide an Offence Declaration by September 1 may result in discipline.
2. All Offence Declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, either electronically or in an envelope marked "confidential and to be opened by addressee only". For Offence Declarations **with** convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations as per HR108 Police Record Checks for Employees.
3. In completing and submitting the Offence Declaration, the employee agrees and understands that any false or misrepresented statements may be grounds for discipline up to and including dismissal.
4. All Offence Declarations shall be filed in a confidential, safe and secure location in Human Resources Services.

GRAND ERIE DISTRICT SCHOOL BOARD OFFENCE DECLARATION

Please complete the following:

NAME: _____
(please print)

POSITION: LOCATION:

I DECLARE, since the last Police Record Check collected by the Grand Erie District School Board, or since the last Offence Declaration completed by me for this Board, **that:**

- ☐ I have **no** convictions under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Code (Canada)*.

OR

- ☐ I have been convicted of the following criminal offences under the *Criminal Code of Canada*, for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* **has not been** issued or granted to me.

List of Offences

1. a) Date: _____
 b) Court Location: _____
 c) Conviction: _____

2. a) Date: _____
 b) Court Location: _____
 c) Conviction: _____

3. a) Date: _____
 b) Court Location: _____
 c) Conviction: _____

DATED at _____ this _____ day of _____, 20____

Signature

All Offence Declarations must be received by the Superintendent of Education responsible for Human Resources, or designate, the Manager of Human Resources, in an envelope marked confidential and to be opened by addressee only.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: SO126 Volunteers
DATE: April 6, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure SO126 Volunteers to all appropriate stakeholders for comments to be received by May 27, 2021.</p>
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Background

Procedure SO126 Volunteers was approved by the Board in 2017 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



PROCEDURE

SO126

Volunteers

Board Received: March 27, 2017 Review Date: April 2021

Accountability:

1. Frequency of Reports - As needed
2. Criteria for Success
 - Process adheres to Board Procedure
 - School Programs are enhanced through adequate volunteers

Procedures:

1.0 Definitions

A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including a coach, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.

2.0 Roles and Responsibilities

2.1 Role of Principal and Staff

The principal, or designate, is responsible for the following:

- determining the volunteer needs of a school;
- recruitment, selection and screening of volunteers;
- approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;
- training, orientation and supervision of volunteers;
- ensuring volunteer contributions are formally recognized

The principal and staff of the school will ensure that:

- volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction;
- student volunteers have regular direct supervision by Board staff at all times;
- volunteers will not be involved in any assessment and evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;
- parents are informed if volunteers will be participating in classroom or school-wide activities;
- the participation of volunteers will not violate any collective agreement requirements

Administrators shall refer to the Volunteer Checklist located in the Communications and Community Relations Section under Departments on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.

2.2 Role of the Volunteer

- volunteers will perform their assigned duties as directed by Board staff;
- volunteers will neither be responsible for the discipline or evaluation of students, or for the identification or diagnosis of their learning strengths or difficulties;
- volunteers will maintain in confidence any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*;
- volunteers will follow dress and behaviour codes as established by the school, will report to the school office on arrival, and, if applicable, will wear an identification badge at all times while in the school;
- volunteers will notify their supervising teacher/staff member of any unexpected absence, as far in advance as possible;
- volunteers will follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.

3.0 Screening and Risk Management

3.1 The Principal will:

- arrange a school orientation session for all volunteers, as appropriate;
- provide in-service in relevant school and Board policies for volunteers;
- pursuant to 3.2, obtain from the volunteer the original copy of a Police Record Check (completed within the past six months) that includes a Vulnerable Sector Screening

3.2 Police Record Check:

Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a three year period from the date they are received by the school.
- Police Record Checks can be transferred within the three year period between schools.
- Current employees are not required to provide a Police Record Check.
- The principal shall provide the prospective volunteer with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the volunteer resides.
- The volunteer is responsible for the cost of the Police Record Check.
- The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section 5.0.

The principal will not knowingly offer a volunteer position to any person with a record of criminal conviction for which a pardon has not been granted. The following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and other volunteers:

- any sexual offence under the *Criminal Code*;
- any violations under the *Controlled Drug and Substances Act*;
- any criminal offence involving minors;
- crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
- propagation of hate literature or incitement to hatred;
- possession, distribution or sale of any pornographic or violent material;
- other offences specifically related to the job.

Where evidence is received of a criminal conviction or other relevant conviction, the principal will consult with the appropriate Superintendent, or designate, to consider the following factors before deciding whether or not to accept the volunteer:

- specific duties and responsibilities of the volunteer position and relevance of the police record, charge or conviction to that position;
- the length of time since the offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the volunteer's attitude towards the offence(s);
- any treatment, counseling or other services received since the offence(s);
- other steps taken to rehabilitate;
- any likelihood the offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in the commission of the offence(s);
- the level of risk posed to the safety and security of students, staff, other volunteers and Board property.

4.0 Accessibility for Ontarians with Disabilities Act (AODA) Training

All volunteers are required to complete an online AODA training module. Once a volunteer completes the training, they will receive a certificate acknowledging completion which can be printed and taken to the school, or emailed directly to the school. A photocopy of the certificate of completion may be used if the volunteer offers their services at more than one location.

Training will include:

- The purpose of the Accessibility for Ontarians with Disabilities Act.
- Which disabilities are covered by the Act.
- How to interact and communicate with people who have disabilities.
- Which assistive devices and service animals are used by people with disabilities.
- How to use equipment and assistive devices available on our School Board's premises.
- What to do if a person with a particular type of disability is having difficulty accessing the Board's services.
- Policies, practices and procedures required by the Accessibility Standards for Customer Service, Ontario Regulation 429/07.

If a volunteer has documentation of AODA training completed in another context this can be accepted by the Principal.

5.0 Record Keeping

A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.

Files will be maintained while the volunteer provides services to the school and for a two-year period thereafter, after which time they will be shredded.

6.0 Volunteers Acting in the Capacity of Coach

6.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a "coach liaison" who is a teacher or administrator for every team with a volunteer coach(es). The "liaison coach" will provide supervision for all practices, games and competitions.

6.2 5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Out of Classrooms Field Trips and Excursions Policy (SO15). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

7.0 Volunteer Drivers

The Board requires all volunteer drivers to complete the "Volunteer Driver" form as required in Out of Classrooms Field Trips and Excursions Policy (SO15): Volunteer Drivers Information and Vehicle Liability Insurance.

8.0 Insurance

8.1 Volunteers are insured under the Board's Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable manner. Volunteers should be aware that the Board's insurance does not include a loss of income provision (i.e. Workers' Safety Insurance Board) should the volunteer sustain an injury that prevents him/her from resuming normal employment.

8.2 The Ontario School Boards' Insurance Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit www.osbie.on.ca.

9.0 Termination

Volunteers who do not adhere to the policies and procedures of the Grand Erie District School Board, or undertake an unauthorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate superintendent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P108 Secondary Programs of Choice**
DATE: April 6, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure P108 Secondary Programs of Choice to all appropriate stakeholders for comments to be received by May 27, 2021.</p>

Background

Procedure P108 Secondary Programs of Choice has been developed to address secondary focus programs to attract, retain and engage students with differing educational interests and needs. The programs will endeavor to offer high quality, diverse and innovative educational programs in the identified focus area.

Additional Information

The new Procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Denise Martins
Superintendent of Education



Secondary Programs of Choice

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Schools will follow and adhere to the procedures as set out in this document
 - Programs of Choice shall enhance curriculum opportunities for students enrolled

Purpose

The purpose is to support non-ministry mandated innovative programs within Grand Erie secondary schools and enhance student achievement by being responsive to student needs.

Programs of Choice will endeavor to:

- a. ensure *Success for Every Student*;
- b. support student achievement and well-being;
- c. offer high quality, diverse and innovative educational programs in focused areas;
- d. attract, retain and engage students with differing educational interests and needs;
- e. retain and engage staff with interest, specialized knowledge, skills and training; and
- f. increase student and family involvement and satisfaction.

Guiding Principles

Programs of Choice will:

- adhere to high standards for programming excellence;
- strategically align with the Board's Multi-Year Plan;
- adhere to Grand Erie's commitment to the principles of equity and accessibility, through inclusive programming, services and operations;
- have a Grade 9 entry point;
- contain a minimum of 7 course credits in program offerings;
- adhere to specific admission criteria for the identified program; and
- conform to the Education Act, board policies, collective agreements and approved implementation procedure plan.

Definitions

Programs of Choice: unique, innovative learning programs in focused areas designed to engage students who have differing educational interests. These programs will complement courses consistent with the Ontario Curriculum, and offer specialized learning opportunities that develop skills with greater depth and intensity. For example: Athletics, Arts, Indigenous Studies, Media Studies, and STEM/STEAM.

Special Course Bundles: refers to programs within a school with a specific focus (1-4 courses) that are available to students registered at that school. No application process is required as an internal student. Magnet programs in Brant/Brantford allow for cross-enrolment, whereby students from other schools may attend the bundled courses and are chosen through the course selection process.

NOTE: Special Course Bundles are distinct from Programs of Choice and are not subject to this procedure.

Intended Outcomes

Intended outcomes will:

- provide students with opportunities for rich learning experiences that enable them to discover their passions and achieve their highest potential;
- meet diverse needs and interest of communities through dynamic programming; and
- result in students earning a certificate indicating successful completion of the program.

Application Components

Required

- Application with checklist
- Teacher and/or community recommendation/reference
- Student impact statement/questionnaire/response
- Program of Choice - Course Selection Sheet
- Report card(s) as indicated
- Grand Erie Registration Form for Out of Board Applicants
- Follow procedures set out in SO121: Request to Attend a School Outside the Home School Area, if applicable
- Program fee, if applicable
- Admission Assessment, if applicable

NOTE: For a student attending a school outside the home school area, transportation will not be provided for Programs of Choice. Transportation will be provided for Extended French and French Immersion students within the program boundary.

Unique Program Requirements

- Each program will have standard requirements for admission and continuation.
- A student will return to their home school if they leave the Program of Choice.
- Students may only be registered in ONE Program of Choice.

Acceptance/Timelines

- Deadline: end of January
- Application Outcome: notification by the end of February
- Selection Criteria Prioritization: Based Upon Set Caps in the Program
 1. In-board students (within boundary)
 2. In-board students (out of area – SO121)
 3. Out-of-board students
 4. Randomized selection process will be used if cap sizes have not been reached.

Program Review Cycle

Existing programs will be reviewed on a three-year cycle by the Superintendent of Curriculum and Principal Leader who will share the outcome with Senior Team.

If the program has met program goals, and student achievement outcomes, then the program will be considered viable and continue. If the program has not satisfactorily met the above indicators, then the Superintendent of Curriculum and Senior Team will have the option to continue the program with additional criteria or move to dissolve the program.

New Program Proposals

The school principal will submit a written proposal including:

- rationale/program focus;
- purpose and goals;
- proposed course package;
- student voice/student council input;
- school council input;
- community input;
- available community resources;
- available community facilities;
- available certifications or accreditation; and
- budget requirements.

Process: The principal will meet with their respective Superintendent(s) to discuss the proposal; a minimum full school year of planning is required prior to implementation of a new program. Exceptions may be made at the discretion of the Superintendent of Curriculum and Senior Team; the proposed concept must meet the definition of a Program of Choice.

In making this determination, the Superintendent of Curriculum and Principal Leader shall consider the following factors including:

- the board's priorities in alignment with the Multi-Year Plan;
- the geographic location of the potential program;
- any demographic changes (e.g. declining enrolment);
- the suitability and condition of the potential facility;
- the impact that implementing the program may have on the potential location;
- the potential for creating an enhanced diverse and inclusive school environment;
- relevant achievement data; and
- any budgetary impact (capital costs, start-up costs and ongoing annual costs).

Reference Documents

FT6- Student Transportation

FT111 – School Initiated Facility Upgrades

SO121 – Request to Attend a School Outside the Home School Area

Appendix A: Current Grand Erie Programs – 2020-21

Programs of Choice: unique, innovative learning programs in focused areas designed to engage students who have differing educational interests. These programs will complement courses consistent with the Ontario Curriculum, and offer specialized learning opportunities that develop skills with greater depth and intensity. For example: Athletics, Arts, Indigenous Studies, Media Studies, and STEM/STEAM.

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Programs of Choice	Special Course Bundles
BCI: French Immersion BCI: Laurier Program NPC: French Immersion PJCVS: SOAR Athletic Program SCS: Extended French	DSS: Trailblazers Experiential Learning Program MPSS: Hockey Canada Skills Course PDHS: CELP (Contextualized Environment Leadership Program) PDHS: Hockey Canada Skills Course PJCVS: Enrichment Program PJCVS: e3 Environmental Program SCS: Health Sciences Program TTSC: Magnet Programs



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: **Letter of Support – Personal Support Worker Program**
DATE: April 6, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Letter of Support – for the Personal Support Worker Program.</p>

Background

Attached, is a draft letter of support from Grand Erie to MPP Will Bouma to request the extension of free tuition and paid placements to School Board PSW Programs.

The letter expresses concerns regarding free tuition and paid placements to community colleges only. The Grand Erie Learning Alternatives (GELA) the program has been in place since 2005 and it has been a success in fact, we graduate up to 40 professionally qualified students annually.

Next Steps

The request is to have the Director and Chair of the Board send the attached draft letter.

Respectfully submitted,

JoAnna Roberto
Director of Education



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
(519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

March 16, 2021

RE: EXTEND FREE TUITION AND PAID PLACEMENTS TO SCHOOL BOARD PSW PROGRAMS

Dear MPP Will Bouma,

We are writing to you today to express our grave concern regarding the province's decision to provide free tuition and paid placements to community colleges only. School board PSW programs have been excluded from this advantage. We already have school board students planning to leave our programs to enroll in community colleges that offer free tuition and paid placements. This creates an unequal playing field.

The Grand Erie District School Board through Grand Erie Learning Alternatives, (GELA), has been providing our PSW program since 2005. We are a local organization training local adult students for local employers. In partnership with the City of Brantford and the County of Brant, GELA and the John Noble Home developed a "Living Classroom" that is located within the John Noble Home facility. This partnership is one of the few of its kind in the province.

Grand Erie's PSW program graduates up to 40 professionally qualified students each year, over 95% of them find employment directly from placement. We have always operated on an accelerated model, students are ready for employment in under 6 months. Our graduates are working in John Noble Home, St. Joseph's Life Care, Foxridge, Brierwood Gardens as well as retirement homes, group homes and other residential care facilities.

We urge the Ministries of Long-Term Care and Health to immediately include school board PSW programs in this policy.

Sincerely,

cc. Board of Trustees, Grand Erie District School Board

SUCCESS for Every Student

March 30, 2021

Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health
 Karen Redman, Regional Chair
 Region of Waterloo, Public Health and Emergency Service
 1st Floor, 150 Frederick Street
 Kitchener, ON, N2G 4J3

Dear Dr. Wang and Chair Redman,

At its meeting on March 29, 2021, the Board of Trustees for the Waterloo Region District School Board (WRDSB) unanimously approved the following motion, related to the prioritization of COVID-19 vaccines:

That the WRDSB Board of Trustees direct the Chairperson to write a letter to our Public Health Officer and Regional Council requesting the immediate prioritization of vaccines for Special Education Workers; and

That consideration be given, pending the availability of vaccine, for the prioritization of the remaining WRDSB school-based staff and WRDSB staff who are required to work in a school setting and/or provide either direct or indirect service to students to receive the vaccination during the April 12-16 break; or a date as soon as possible before June;

As the COVID-19 pandemic continues, the pervasiveness of the COVID-19 Variants of Concern (VOC), with higher transmission rates, and potential to cause more serious illness, is an urgent concern. The VOC coupled with the fact that some of our WRDSB Special Education students with complex medical needs are unable to wear masks and have high-risk health conditions, present a substantial risk for Special Education students and staff.

Given the priority to keep students in the classroom and protect the health and safety of all WRDSB students and staff, the upcoming March break from April 12 to 16 presents an opportunity to vaccinate a large number of frontline education workers.

We ask for your support in considering these requests to ensure the health and safety of our most vulnerable students and frontline education workers are prioritized.

Sincerely,



Joanne Weston
 Chairperson of the Board of Trustees



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 wrdsb.ca



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Waterloo Region District School Board

CC:

Premier of Ontario

Minister of Education

OPSBA

Ontario Public School Boards



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