



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - i) V. Henhawk, Hagersville Secondary School C. VanEvery-Albert
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) September 28, 2020 (Regular Board)
 - * (b) October 2, 2020 (Special Board)
 - * (c) October 5, 2020 (Committee of the Whole)
 - * (d) October 5, 2020 (Special Board)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) Trustee Replacement Process J. Roberto
- D – 1 Director's Report**
- E – 1 Student Trustees' Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole –October 05, 2020 S. Gibson
- G – 1 New Business**
- * (a) Enrolment Update R. Wyszynski
 - * (b) Elementary Class Size Report R. Wyszynski
 - * (c) 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student Outcomes L. De Vos
D. Martins
L. Thompson
 - * (d) 2020-21 Grand Erie's Student Achievement and Well-Being Plan: Success for Every Student L. De Vos
D. Martins
L. Thompson
- H – 1 Other Business**
- * (a) Summary of Accounts -September 2020 R. Wyszynski
 - * (b) Special Education Advisory Committee Minutes – September 17, 2020 L. Thompson
 - * (c) Joint Occupational Health & Safety Committee Minutes - September 17, 2020 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, October 26, 2020
Board Room, Education Centre

- * (d) Audit Committee Minutes (Draft) –September 22, 2020
- * (e) Native Committee Minutes (Draft) –October 6, 2020

R. Wyszynski
D. Martins

I – 1 Correspondence

- (a) Toby Barrett, MPP Haldimand Norfolk – October 19, 2020

J - 1 Adjournment

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

Student Transportation Services Brant Haldimand Norfolk (STSBHN)	November 3, 2020	8:30 AM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	November 3, 2020	1:00 PM	MS Teams Virtual Meeting
Audit Committee	November 3, 2020	4:00 PM	MS Teams Virtual Meeting
Committee of the Whole	November 9, 2020	7:15 PM	Board Room
Privacy and Information Management Committee (PIM)	November 12, 2020	3:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools Committee (SIS)	November 19, 2020	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	November 19, 2020	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	November 23, 2020	5:45 PM	Norfolk Room
Board Meeting	November 23, 2020	7:15 PM	Board Room
Native Advisory Committee (NAC)	December 1, 2020	1:00 PM	MS Teams Virtual Meeting
Board Nominations and Organizational	December 7, 2020	6:30 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	December 10, 2020	1:00 PM	MS Teams Virtual Meeting
Chairs' Committee	December 14, 2020	5:45 PM	Norfolk Room
Inaugural Board	December 14, 2020	7:15 PM	Board Room

SUCCESS for Every Student

Memorial Statement

Vernon Henhawk

The HSS NATIONS program, Hagersville Secondary School, and McKinnon Park Secondary School family is mourning the loss of a young man, Vernon Henhawk who passed away on October 15, 2020.

Vernon had a wonderful sense of humor and was liked by so many of his classmates. He was respectful to the staff who were fortunate to work with him. Vernon was a talented lacrosse player and was an active member of the Six Nations Minor Lacrosse community. He had tremendous support from his family, especially from his mother.

He will be missed by all the HSS NATIONS, Hagersville Secondary, and McKinnon Park Secondary School staff and students.

Respectfully submitted,

Jeff Benner
Principal
Hagersville Secondary School



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson (via (MS Teams)), C.A. Sloat, C. Speers (via MS Teams), C. VanEvery-Albert (via MS Teams), D. Werden, A. Burtis (Student Trustee), I. Doxtador-Swamp (Student Trustee), Z. Garbaty (Student Trustee),

Administration: Director – J. Roberto; Superintendents – W. Baker (via MS Teams), L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: S. Gibson

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:26 p.m.

(e) Memorials

- i) C. VanEvery-Albert read the Memorial Statement for H. Tobicoe, Hagersville Secondary School and NewStart Program.

(f) Agenda Additions/Deletions/Approval

R. Collver requested MPPs Visit Update be added as C-1-a.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Agenda be approved, as amended.

Carried



(g) **In Camera Report**

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective September 29, 2020.

Carried

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – August 31, 2020**

Presented as printed.

R. Collver acknowledged all the hard work completed by all the staff and asked if there is any update with respect to technology for future Board meetings. J. Roberto responded that this is temporary solution and are continuing to investigate further options.

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Minutes of the Regular Board Meeting, held August 31, 2020 be approved.

Carried

(b) **Committee of the Whole Board – September 14, 2020**

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Minutes of the Committee of the Whole Board Meeting, held September 14, 2020 be approved.

Carried



(c) **Special Board– September 14, 2020**

Presented as printed.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Minutes of the Special Board Meeting, held September 14, 2020 be approved.

Carried

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

(a) **MPPs Visit Update**

R. Collver provide a verbal report with regards to the MPPs Visit. R. Collver noted meeting with MPP Toby Barrett scheduled for Friday, October 2, 2020 early afternoon outside Elgin PS and MPP Bouma is requesting Thursday, October 15 at 11:30 a.m., location is TBD.

G. Anderson reminded Trustees that these meetings are to get support for our capital funding needs for new schools

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board received the MPPs Visit Update as information.

Carried

D - 1 Director's Report

Director's highlights:

- **Virtual Academy** - Currently we have 4,351 students Kindergarten to Grade 12, 3189 students/129 classes in Elementary, 1162 students/91 courses in Secondary.
- **Home Schooling** - currently we have 439 in Elementary and 38 in Secondary.
- **Graduations** - Due to the current landscape with COVID cases on the rise and out of an abundance of caution for our students, staff and communities, in consultation with public health, the Grand Erie District School grade 12 graduation ceremonies scheduled for the fall and grade 8 graduations that were postponed in June will be held virtually this fall. Schools will be preparing these ceremonies with their school-based teams to honour and recognize our students and their outstanding accomplishments. Although these ceremonies are virtual, they will be unique to each school. Superintendent Martins and Superintendent Munro will be providing a list of forthcoming commencements to trustees mid-week and arrangements will be made in consultation with the Chair to provide greetings on behalf of the board which will include video greetings.
- **Special Education** - Our Behaviour Counsellors and our Complex Behaviour Intervention Team have been supporting student transitions back to school. Their work has included:
 - Collaborating with school teams to develop return plans for students.



- Supporting students who are transitioning into or out of specialized classrooms.
- Updating safety plans taking into consideration the new environmental restrictions that COVID has created.
- Participating in virtual case conferences and transition meetings.
- **Social Workers and Child and Youth Workers have been engaged in the following work to support a healthy start-up:**
 - Following up with students and/or families who received Social Workers services during 19-20 school year or Spring Wellness Checks.
 - To participate and support schools as part of the Traumatic Events Response Team and COVID Wellness Response Team.
 - To counsel students in-person and be prepared to counsel students in Grand Erie's Virtual Academy.
- **Child and Youth Workers have been engaged in the following work to support a healthy start-up:**
 - To help students' transition back to school by delivering the 'Super Self Reg' programs in primary classrooms.
 - To support teachers with resources or ideas focused on a mentally healthy return to school such as the School Mental Health Ontario document, The First 10 Days (and Beyond).
- **Dates of Significance**
 - **Orange Shirt Day** - On September 30 Grand Erie will join with others across Canada in Orange Shirt Day – Every Child Matters to recognize the effect of Indian Residential Schools and as an affirmation of our commitment to ensuring that every child matters. Also, the Woodland Cultural is providing virtual sessions for schools to participate in. <https://woodlandculturalcentre.ca/history-of-orange-shirt-day/>
 - **Rowan's Law Day - Rowan Stringer** was a 17-year old student that died after sustaining multiple undiagnosed concussions playing Rugby. Following an inquiry, legislation was passed in Ontario aimed at improving concussion education and injury prevention. There are several resources to raise awareness through OPHEA that will positively promote understanding and injury prevention.
 - **National Custodian Day is October 2** – Encourages and appreciate the employees that keep our schools and workplace safe.
 - **World Teachers' Day is October 5** - The theme this year is "Teachers: Leading in crisis, reimagining the future". This is a day where we can take stock of achievements, and draw attention to teachers, whose contributions to providing remote learning, supporting vulnerable populations, re-opening schools, and ensuring that learning gaps are being addressed and looking after the wellbeing of students is all about reimagining the future.



- **Ontario College of Teachers has recently released some tools** - These tools were created deepening understanding and exploration of environmental stewardship for educators. The resources include [ECO-PLACEMATS](#) and [ECO-CARDS](#), which can be found on the [College website](#). These documents align with our current Multi- Year Strategic Plan in the area of environment. Director Roberto pointed out that these resources include a focus on integrity, leadership, professional development, respect and they capture perspectives of artists such as – Elder Garry Sault, Mississaugas of the Credit First Nation and – Elizabeth Doxtater, Six Nation Artist.
- **Regulation 440** – Director Roberto turned it over Superintendent Baker
 - W. Baker provided an update on Regulation 440 which speaks to suspension of K – 3 students
- **Major Ballachey Video** was shared

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Director's Report of September 28, 2020 as information.

Carried

E - 1 Student Trustees' Report

Z. Garbaty referred to the Student Trustee Report regarding Class of 2020's Response to Virtual Graduation providing a high-level overview and the suggestion of exploring an alternative approach. A. Burtis added input from the student voice of the south.

D. Werden stated that he agreed with what has been said but we need to remember that these graduation ceremonies have individuals returning from college/university that are not part of school community.

R. Collver commented that we are listening to our students and realize it is devastating, however, we would be inviting students back from across the province, inviting family member and some that may be in a danger zone and we need to balance safety for all. R. Collver stated our administrators are doing the best they can and hope they are listening to the student voice for the virtual to try and ask our administrators to manage an outdoor event would be tremendous on them.

C.A. Sloat understands that some smaller schools may be able to hold a ceremony, but we need to ensure equity across the board.

C. Speers commented that in the spring she was supporting that we did not cancel ceremonies in the fall, but with the increased cases she supports the virtual ceremonies.



D. Werden and S. Gibson recommended we contact the Public Health Units (PHUs). J. Roberto responded that we have consulted with PHUs with respect to this and it is all the other pieces outside of the actual graduation, it is the community piece and the cases are on the rise.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Trustees' Report of September 28, 2020 as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – September 14, 2020

Moved by: S. Gibson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the recommendations from the September 14, 2020 Committee of the Whole Board Meeting as follows:

1. Exemption to Human Development and Sexual Health Report

- a. THAT the Grand Erie District School Board receive the Exemption to Human Development and Sexual Health Report as information.
- b. THAT the Grand Erie District School Board forward Procedure SO110 Exemption to Human Development and Sexual Health to all appropriate stakeholders for comments to be received by October 29, 2020.

2. COVID Funding Update

THAT the Grand Erie District School Board receive the COVID-19 Funding Update as information.

3. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of September 14, 2020 as information.

4. Schedule of Pre-Budget Consultation and Budget Review Meetings

- a. THAT the Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:
 - 1 Tuesday, February 2, 2021
 - 2 Tuesday, March 2, 2021



- b. THAT the Grand Erie District School Board set the dates for Budget Review meetings as follows, as amended:
 - 1 Tuesday, April 20, 2021
 - 2 Monday, May 17, 2021
 - 3 Thursday, May 27, 2021
 - 4 Tuesday, June 8, 2021
5. **School Closure Information**
THAT the Grand Erie District School Board receive the School Closure Information report as information.
6. **Enrolment Update**
THAT the Grand Erie District School receive Enrolment Update verbal report as information.
7. **Supervised Alternative Learning Annual Report**
THAT the Grand Erie District School Board receive the Supervised Alternative Learning Annual Report as information.
8. **Bylaw 8 – Committees of the Board – Indigenous Education Advisory Committee (IEAC) Terms of Reference**
THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board -Amendments to the Indigenous Education Advisory Committee (IEAC) Terms of Reference, as amended.
9. **FT105 Playground Equipment**
THAT the Grand Erie District School Board forward Procedure FT105 Playground Equipment to all appropriate stakeholders for comments to be received by October 29, 2020
10. **OPSBA Report**
THAT the Grand Erie District School Board receive the OPSBA Report as information.
11. **County of Brant Operations – June 10, 2020 re: Bobby St. West**
THAT the Grand Erie District School Board receive the correspondence as information.

C.A. Sloat requested to divide recommendation #8.



Vote was taken on recommendations #1 to 7 and 9 to 11. **Carried**

C.A. Sloat spoke to items 3.11 & 4.2 and requested that Indigenous Education Lead / Teacher Consultant be used.

Vote was taken on recommendation #8. **Carried**

G - 1 New Business

(a) Annual Operating Plans – School Year 2020-21

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

C. VanEvery-Albert left the meeting at 8:22 pm.

i) Community

J. Roberto reviewed the Community Operating Plan for the 2020-21 School Year.

C.A. Sloat asked do you think we can get the other 50% on board with respect to the parent portal? J. Roberto responded that we want to reach the remaining families.

ii) Environment

R. Wyszynski reviewed the Environment Operating Plan for the 2020-21 School Year.

C.A. Sloat can we get a list of the first 19 Learning Commons. R. Wyszynski responded the list is available and will be provided to Trustees.

iii) Equity

W. Baker reviewed the Equity Operating Plan for the 2020-21 School Year.

iv) Technology

L. Munro reviewed the Technology Operating Plan for the 2020-21 School Year.

Z. Garbaty commented that he is pleased to see the increasing technology knowledge for staff.



C.A. Sloat great to see we are doing data collection and asked about Safe Arrival. L. Munro responded by providing the primary purpose of Safe Arrival application that will provide efficiency and accuracy with student absences and it will be staggered implementation approach.

R. Collver asked for clarification regarding the data we are capturing, not everyone does well online and some do well, will we be capturing how are students doing? L. Munro responded we are initial discussions with our Research Lead to capture that data and will to embed collection.

v) Well-Being

L. Thompson reviewed the Well-Being Operating Plan for the 2020-21 School Year.

R. Collver asked is the social-emotional learning an add on or is it a standalone in Grand Erie? L. Thompson it is a standalone, but we are looking to move the well-being goals and strategy reflected into the Student Achievement Plan. R. Collver further asked about mental health resources and supports in schools and how will you capture how well we are doing? L. Thompson responded that we are charged by the Ministry to gather this data and will be capturing the data and looking at the impact their supports will have with students and families.

C.A. Sloat asked with respect to the parents/family/caregiver knowledge of social-emotional learning, how will we accomplish this? L. Thompson responded that Child and Youth Workers are employees that been trained specifically in this work and go into the classrooms to provide the supports and they also developed parent leaflet, so family know what student is learning.

D. Dean left the meeting at 8:49 p.m.

B. Doyle left the meeting at 8:50 p.m. and returned at 8:52 p.m.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Annual Operation Plans of Senior Administration for the school year 2020-21 as information.

Carried

(b) 2017-20 Strategic Communications Plan – Year 4 (2020-21)

J. Roberto referred to the 2017-20 Strategic Communications Plan – Year 4 (2020-21) report providing Trustees with background and invited K. Newhouse, Manager of Communications



and Community Relations to provide highlights. K. Newhouse referred to the document and reminded Trustees that Grand Erie's Strategic Communication Plan consists of four streams: Leadership, Internal Communications, Marketing and Branding and Public Relations and noted the Year 4 update provides an overview of the strategies/tactics for the 2020-21 school year.

R. Collver wants to recognize all the work that has gone into this plan and asked the main communication will be around managing the pandemic and will you be capturing lessons learned. K. Newhouse responded will be continuing and supporting our communication plan and we will be capturing the lessons learned.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan for Year 4 (2020-21) as information.

Carried

(c) Major Construction Project Report

R. Wyszynski referred to the Major Construction Project Report providing Trustees with a final update for the 2019-20 Major Construction Projects which included Mapleview Elementary School, and Child Care Renovation at Hagersville Secondary School & Child Care Addition at Central Public School.

Moved by: B. Doyle

Seconded by: E. Dixon

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

Carried

J. Richardson left the meeting at 8:59 p.m.

(d) Contract Extension – Multi-Function Devices

R. Wyszynski referred to the Contract Extension – Multi-Function Devices report providing a high-level overview and recommends the Board extend the contract with Xerox until October 31, 2021.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board extend the term of the current contract for Multi-Function Devices with Xerox until October 31, 2021.

Carried



(e) **Special Education Advisory Committee (SEAC) Membership Application**

L. Thompson referred to the Special Education Advisory Committee (SEAC) Membership Application report providing a high-level overview.

Moved by: E. Dixon

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the additional of Mike Gatopoulos as a Community Member representative to the Special Education Advisory Committee.

Carried

H - 1 Other Business

(a) **Summary of Accounts – August 2020**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2020 in the amount of \$10,937,449.11 as information.

Carried

(b) **Special Education Advisory Committee Minutes #1– June 18, 2020**

Presented as printed.

Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes #1 – June 18, 2020 as information.

Carried

(c) **Special Education Advisory Committee Minutes #2– June 18, 2020**

Presented as printed.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes #2 – June 18, 2020 as information.

Carried



I - 1 Correspondence

- (a) Haldimand County Letter – September 4, 2020 – Request for Extension to Use Kinsmen Park for the 2020-21 School Year

Moved by: D. Werden

Seconded by: C.A. Sloat

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

Carried

J - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: S. Gibson

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

Carried

Board Chair, G. Anderson



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon (via teleconference), B. Doyle, S. Gibson (via teleconference), C.A. Sloat, D. Werden,

Administration: Director – J. Roberto

Regrets:

Trustees: J. Richardson, C. VanEvery-Albert, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)
Administration: Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 4:41 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Board move into In Camera Session to discuss personnel matter at 4:41 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 4:43 p.m.

(e) In Camera Report

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board acknowledge the receipt of the resignation of Trustee Christina Speers effective October 1, 2020 as outlined in her email to the Chair.

Carried

B - 1 Adjournment

Moved by: D. Dean

Seconded by: S. Gibson

THAT the meeting be adjourned at 4:44 p.m.

Carried

Board Chair, G. Anderson



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

MINUTES

Present: S. Gibson– Committee Chair, G. Anderson, R. Collver, D. Dean, E. Dixon, B. Doyle, J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden, A. Burtis (Student Trustee), Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee)

Administration: Director – J. Roberto; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, S. Gibson at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Board move into In Camera Session to discuss personnel, and legal matters at 6:31 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, S. Gibson at 7:22 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed. R. Collver requested MPPs Visit Update be added as B-1-b.

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Agenda be approved, as amended.

Carried



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

(f) **In Camera Report**

Board will return to In Camera following open session. This item has been moved to end.

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

(a) **Modified School Year Calendar Ad Hoc Committee Report**

W. Baker referred to the Modified School Year Calendar – Ad Hoc Committee Report providing a high-level overview of the background, additional information which consisted of history, committee membership, meetings, presenters to the committee, benefits/challenges of the balanced year, recommendations and next steps. W. Baker provided an overview of a sample balanced school year calendar. W. Baker noted, should there be interest, it is recommended that a pilot be considered in one elementary school in Brantford and if this is successful, consider piloting in the other areas of the board. W. Baker noted that the Board's with a balanced school year, have started it in a new school

G. Anderson shared his concern and understands the benefit but will not support a pilot at this time.

B. Doyle asked if there were comments from the Committee with regards to staff? W. Baker responded that there would be need an opt in and out option for staff and noted that at Peel DSB they have a wait list of Teachers of who want to be part of it.

R. Collver asked why balanced day and increased time on task is this a benefit, could this occur in a standard school? W. Baker responded that teachers who work in these types of schools reported that there wasn't as much loss of learning routines and they did not need to spend as much time getting back into the learning mode. R. Collver further asked how an instructional practice in a balanced school year improves student achievement? W. Baker responded that some research says there are positive impacts on student achievement and one of the cautions is presuming it was the model that was causing the improvement achievement was that fact that it might have to do with the teachers applying to work at the school. W. Baker added that these schools have a positive reputation and has been also been identified as elites. R. Collver commented that she is concerned that we are setting up another elite school, demographics and the impacts/consequences of implementing this model to our individual schools and childcare issues for our families for these additional weeks at Christmas. W. Baker responded that in Peel DSB between the instructional blocks, they had planned for activities during those times and stressed how important it was. R. Collver further asked about the feasibility in rural Haldimand and Norfolk? W. Baker responded that it would be at the will of the board, as Transportation is an issue and there could be cost to make it work but it is feasible.



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

D. Dean reminded Trustee that we are looking at one school for one year, if it doesn't work, it is easily dispatched but he believes it will work.

D. Werden asked why we are doing this, are we looking at this for system or one or two schools? D. Werden noted the European education system is a yearlong, which has been very successful and beneficial. D. Werden added that he could support this, if we are considering board wide as he believes there are some true benefits. W. Baker responded that we don't see this as one school for one year, if this is successful, we would change accordingly, however, we will never get to 100% but we would get more.

C. VanEvery-Albert asked if the idea of teachers' professional development in the summer was considered and what would the impact on those organizations who run summer camps? W. Baker responded the impact of summer camps was not discussed or addressed and the professional development have been scheduled to coincide with regular school days.

C.A. Sloat commented that she sat on the committee with Trustee Garbaty and learned a lot, it was informative to speak with other boards, the Brantford idea was our best guess and we also spoke about market share. C.A. Sloat stated we need to take the opportunity for a different of learning, these have been successful in many boards and very popular, and fits in with family dynamics and it may be important to other people and believes we need start the committee to talking about this and recommends this begin in August 2022.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Modified School Year Calendar – Ad Hoc Committee Report as information.

Carried

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board direct staff to bring back the Terms of Reference, for a Committee to make suggestion for Modified School Year Calendar for the 2022-23 school year and report back to the Board in November 2021.

Carried

R. Collver asked what the Terms of Reference would look like and asked that equity be part of the committee work? W. Baker responded if we make it open to all Grand Erie students. C.A. Sloat add the we are directing to bring back the terms of reference and allow the committee to look at Grand Erie.



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

(b) MPPs Visit Update

R. Collver provided a verbal report and update from the meeting with MPP Toby Barrett on Friday, October 2, 2020, noting that E. Dixon and D. Werden were also in attendance. R. Collver added that MPP Barrett is willing to write a letter to the Minister of Education and to talk about our Capital Priorities and Funding for Haldimand-Norfolk. R. Collver further noted that MPP Barrett will also advocate for us at Queen's Park.

G. Anderson noted that on October 15th we will be meeting with MPP Bouma.

Moved by: G. Anderson

Seconded by: E. Dixon

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

Carried

C - 1 Director's Report

Director's highlights:

- **Grand Erie Virtual Academy Update:** On October 4th elementary principals reached out to all parents and guardians with a letter/survey link for declaration regarding a change/request to their child's learning model as we prepare for the October 13th deadline for requests to change from online to in-class and vice versa. For parents who have indicated a change, for their child the new learning model will begin on November 2. If there are no changes made by parents the learning model will remain until January 4, 2021. On October 9th, secondary principals will message a declaration link to parents and guardians and the last day for the survey completion is October 30. Staffing and reorganization will occur between November 2 – November 12 and November 13 will be the First day of Semester 2 in new learning model. Families of students in self-contained classes wishing to switch learning models are not required to complete this declaration but should contact their school principal directly.
- **Home Schooling students** – all families have received the same declaration letter and the Principals will also reach out to them. We will also be taking a look if there is a concern with synchronous learning and will work with families and support those who want to be in the Virtual Academy but in asynchronous model.
- **D2L** - Given rising number of cases in the province, we will be looking at the access for all Grand Erie staff to their D2L learning platforms along with online resources and after school. If we do have switch to remote learning, we need to ensure the transition is fluid for our teachers and families.
- **25-Year and Retirement Recognition** - Due to these unprecedented times the event has been postponed at this time, we thank everyone in advance for their understanding and



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

- wish everyone congratulations and best wishes. We will issue further communication later this month.
- **On October 1, the COVID -19 Screening Tool for Children in School and Child Care was revised by the Ministry of Health.** It is not to be used as a clinical assessment tool or intended to take the place of medical advice, diagnosis or treatment. Screening must occur daily and at home before a child enters school or child care and families, school and child care staff, and essential visitors are reminded of their obligation to screen themselves or their children for symptoms of illness each day before going to school or child care. For students and children, the screening tool will now have two sets of questions about symptoms that may yield different next steps depending on which symptoms are selected: The first set of questions asks about symptoms such as fever or persistent cough. Students with any of these symptoms will still be advised to stay home until they are able to consult with a medical provider and receive an alternative diagnosis or a negative COVID-19 test. The second set of questions asks about other symptoms that are commonly associated with other illnesses, such as a runny nose or headache/. In addition, the symptom list no longer includes abdominal pain or conjunctivitis (pink eye). The updated symptoms and language have been approved by the Office of the Chief Medical Officer of Health. Please note that these changes apply to students and children only. The government's web-based screening tool will be updated to reflect these changes. The updated tool is expected to be posted on Friday, October 2.

R. Collver asked did we have an opportunity for families to opt out of synchronous minutes and when are count dates for the Ministry. L. Munro responded the count days is October 31 and we are currently gathering information with respect families looking for asynchronous learning, but our virtual teachers have been working with those families around asynchronous learning. R. Collver shared her concerns regarding the count date and the start date for those returning from Home School. L. De Vos respond those coming from home school will need to register for either model. L. Munro also noted the deadline for declaration survey is October 13 and we will have that information prior to October 31st.

C.A. Sloat asked if there is push province wide with regards to the count date as it will be hard on a lot of school boards. R. W responded that if we didn't have the accurate data by October 31, there will be funding implications.

J. Roberto responded our focus will be on the home schooling, but the other piece is managing the conventional to virtual vice versa as there may be staffing implications and cohort changes that will need to be communicated and managed.



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of October 5, 2020 as information.

Carried

C. VanEvery-Albert left the meeting at 8:30 p.m.

D - 1 New Business – Action/Decision Items

(a) **Trustee Replacement Process**

J. Roberto referred to the Trustee Replacement Process report providing a high-level overview.

G. Anderson strongly recommends the advertise and interview interested candidate option.

D. Werden agrees with G. Anderson recommendation and asked if this can be done quicker? J. Roberto responded if that is the will of the board, we could investigate the timelines and bring back something back if it could be done earlier. D. Werden added that he further added he doesn't want to push Administration and wants to know if it would be realistic?

C.A. Sloat asked if the report on October 26th includes timelines of the process? J. Roberto respond yes.

R. Collver commented she has concerns and would like us to decide on the process and give the Director some time.

C.A. Sloat noted that we have 90 days to replace and believes October 26th is more than fair.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the initiation of the advertise and interview process to replace the Trustee for the County of Brant and Norfolk county Wards 3 and 7.

Carried



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

(b) **Contract Award – Lexia Licenses**

R Wyszynski referred to the Contract Award – Lexia Licenses report providing high-level overview on background and additional information.

C.A. Sloat asked how the \$51,000 from the elementary budget will affect them and the \$105,000 what line will that come from? L. Thompson responded if an elementary school wished to participate, they will need to contribute \$1,000 from their budget and literacy budget and can apply for SEA funding. C.A. Sloat asked how many licenses we currently have? L. Thompson currently 2,500 and in April 2020 the Ministry of Education partnered for free licenses for every student in the board and we used about 6,000 during the remote learning time, this addition will cover approximately each school with 50 licenses.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the Purchase of 3,500 Lexia licenses for a three (3) year term from Greenfield Learning Inc. in the amount of \$447,237.65.

Carried

D – 2 **New Business – Information Items**

(a) **Learner Intervention Tracking for Excellence (LITE)**

L. Thompson referred to the Learner Intervention Tracking for Excellence (LITE) report providing a high-level overview that consisted of 2019-20 data and that was shared with SEAC:

- Individual Education Plan Writer (IEP Writer)
- Interventions – Professional Support Services Personnel (PSSP) Referral Data
- Cumulative Student Profiles
- Meeting Management (MMM Module)
- Supervised Alternative Learning (SAL Module)
- Special Education Classrooms 2020-21
- Special Education Referrals
- Behavioural/Safety Plans

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Learner Intervention Tracking for Excellence (LITE) report as information.

Carried



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

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

L. Thompson referred to the Public Consultation Plan for Special Education Plan Annual Review report providing a high-level overview on the background and the recommended next steps.

Moved by: B. Doyle

Seconded by: G. Anderson

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

Carried

(c) **Voluntary Indigenous Self-Identification Report**

D. Martins referred to the Voluntary Indigenous Self-Identification Report providing a high-level overview on the background, additional information, the data charts and summary.

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

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

(a) **Bylaw 19 Use of Board Logo and Grand Erie Name**

J. Roberto that Bylaw 19 Use of Board Logo and Grand Erie Name was identified for review and was sent to Trustees for comments. No comments were received, and no revisions have been made to the Bylaw.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Bylaw 19 Use of Board Logo and Grand Erie Name.

Carried



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

(b) **Bylaw 26 Chairs' Committee**

J. Roberto that Bylaw 26 Chairs' Committee was identified for review and was sent to Trustees for comments. No comments were received, and no revisions have been made to the Bylaw.

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Bylaw 26 Chairs' Committee

Carried

(c) **SO9 Cyberbullying**

W. Baker noted Policy SO9 Cyberbullying has been identified for review, will be going out for comments and no content revisions have been made.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board forward Policy SO9 Cyberbullying to all appropriate stakeholders for comments to be received by November 25, 2020

Carried

(d) **SO25 Visual Identity**

J. Roberto noted Policy SO25 Visual Identity has been identified for review, will be going out for comments and no revisions made to policy but manual has been revised.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Policy SO25 Visual Identity to all appropriate stakeholders for comments to be received by November 25, 2020

Carried

(e) **SO31 Accessibility**

L. Thompson noted Policy SO31 Accessibility has been identified for review, will be going out for comments and reviewed the suggested revisions.

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy SO31 Accessibility to all appropriate stakeholders for comments to be received by November 25, 2020

Carried



B-1-c Committee of the Whole Board Meeting

Monday, October 5, 2020
Education Centre, Board Room & MS Teams

E – 2 Procedure Consideration – Information Items

(a) HR110 Hiring Procedure

S. Sincerbox noted Procedure HR110 Hiring Procedure has been identified for review, will be going out for comments and no revisions made.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure HR110 Hiring Procedure to all appropriate stakeholders for comments to be received by November 25, 2020

Carried

F - 1 Other Business

(a) OPSBA Report

D. Werden turned it over to C.A. Sloat who provided a verbal OPSBA report noting the Policy and Program work team on working on PPM164 which is out for comment and asked if anyone has comment, let her know.

R. Collver added at the recent AGM the elections were held and unfortunately C.A. Sloat was not re-elected and thanked her for all her efforts. R. Collver shared her takeaways from the AGM: disappointed that OPSBA is not doing anything with regards to Regulation 274 and it was mentioned and highlighted Trustees and Directors need to get along.

Moved by: G. Anderson

Seconded by: E. Dixon

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

Carried

(b) Student Trustee Report – Orange Shirt Day

I. Doxtader-Swamp referred to the Student Trustee Report providing a high-level overview and requested that more information be shared about the event in advance.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Student Trustee Report as information.

Carried



G - 1 Correspondence

Nil

In Camera Session

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Board move into In Camera Session to discuss legal matters at 9:05 p.m.

Carried

Board returned to open session at 9:37 p.m.

A-1-f In Camera Report

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the resignation of Superintendent of Education Linda De Vos for the purpose of retirement effective January 31, 2021, with regret.

Carried

H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 9:38 p.m.

Carried

Committee of the Whole Board Chair, S. Gibson



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson (via MS Teams), C.A. Sloat, D. Werden,

Administration: Director – J. Roberto; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: C. VanEvery-Albert, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

Administration: Nil

A - 1 Opening

(a) Welcome to Open Session

The Special Board meeting was called to order by Chair, G. Anderson at 9:40 p.m.

B - 1 Committee Report

(a) Committee of the Whole Board – October 5, 2020

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated October 5, 2020 as follows:

1. Trustee Replacement Process

THAT the Grand Erie District School Board approve the initiation of a process to replace the Trustee of the County of Brant and Norfolk county Wards and 7.

2. Contract Award – Lexia Licenses

THAT the Grand Erie District School Board approve the Purchase of 3,500 Lexia Licenses for three (3) year term Greenfield Learning Inc. in the amount of \$447,237.65 plus HST.

Carried

C - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the meeting be adjourned at 9:41 p.m.

Carried

Board Chair, G. Anderson

Page 1 of 1



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Trustee Appointment Process**
DATE: October 26, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Trustee Appointment Process and application form.

Background

On Monday, October 5, 2020, Trustees recommended a motion to the Board to appoint a qualified trustee to the vacant position. The Director, in her capacity as Secretary of the Board, was asked to prepare a report to include a sample advertisement, application form and critical dates for the process. The Director has confirmed with the Brant and Norfolk County that they need five working days to verify that a candidate is qualified to be appointed.

Qualified candidate:

To be qualified a candidate must be: a Canadian citizen, over the age of 18, a public-school Board supporter and live in the geographic jurisdiction of the Grand Erie District School Board.

Draft timelines for appointment process:

October 26, 2020	Trustees receive draft advertisement, application form and timeline for input and approval at the meeting. (Appendix A)
October 27 - November 10, 2020	Advertisement will be shared with the community using the Board website, social media and local newspapers.
November 10, 2020 at 12:00pm	Trustee applications are due to Executive Assistant to the Board of Trustee or Designate by noon.
November 10, 2020	The Director will send the list of names/addresses of the applicants to county clerks in the County of Brant and Norfolk County requesting confirmation that the applicants are qualified
November 10- 13, 2020	Trustees schedule a time to meet to review applications and create a list of candidates to interview. Interview questions (if any) and the interview process will be confirmed.
November 16 -20, 2020	Applicants are informed about interview process and provided with a pre-question if deemed appropriate by trustees.
November 23-27, 2020	Applicant interviews could be scheduled.
November 30 - December 4, 2020	Trustees may wish to consider holding a Special Board meeting for final approval of the appointment of an applicant of a Trustee, to ensure we are within the 90-day provision in the Education Act.
December 7, 2020	This will be the official start date for the appointed Trustee if a Special Board meeting was held between November 30, and December 4, 2020

Possible decision-making process:

All trustees are part of the interview. The Director could attend the interviews as a resource.

A possible process for trustee consideration involves a series of voting rounds lasting until one candidate receives a majority of votes from the attending trustee voters. The following process could consist of the following rounds:

- Round One - All attending trustees will receive one ballot to vote for one candidate. Ballots will be tallied. The applicants with no votes or one vote will be “eliminated” from the list and voting will enter round two.
- Round Two - The applicant with the least number of votes in round two will be “eliminated” from the list and voting will enter round three.
- Rounds of voting will continue until one applicant has a majority of the attending trustee votes.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

TRUSTEE APPOINTMENT

(County of Brant and Norfolk County, Wards 3 & 7)

Grand Erie District School Board is now accepting applications for a trustee appointment for the balance of the electoral term (to November 2022).

Trustees are elected officials who serve parents/guardians, students and taxpayers to support student achievement and well-being. Trustees are also the link between communities and the Board, ensuring Grand Erie schools meet the diverse needs of students in their respective communities.

Candidates interested in the position must be:

- A Canadian citizen
- 18 years of age or older
- A resident within the geographic jurisdiction of the Grand Erie District School Board
- Must be a strong supporter of public education

Application forms are available online at www.granderie.ca. Completed forms must be submitted with a cover letter, including a statement of intent and résumé.

Apply to:

Executive Assistant to the Board of Trustees
1-888-548-8878 ext. 281133 or
kathryn.giannini@granderie.ca

Applications are due **November 10, 2020 at 12 p.m.**
Applicants will be contacted following the deadline.
Interviews will be held in November.

**For more information on the application process,
visit granderie.ca**

Greg Anderson,
Chair of the Board

JoAnna Roberto,
Director & Secretary of the Board





APPLICATION PROCESS PLEASE READ CAREFULLY

1. All applicants must complete, date, and sign the standard application form (electronic applications that include a signature will be accepted). The applicant must attach the following to the application form:
 - a. A cover letter including a statement of intent that details the candidate's experience and beliefs related to the trustee position. In addition, the cover letter should outline the candidate's strong commitment to public education.
 - b. The applicant's resume including relevant qualifications, experience, and background.
2. All completed applications with attachments **must be received by 12:00 p.m. noon on Tuesday, November 10, 2020.**
3. The Director's Office will verify qualifications of applicants and will notify ineligible candidates.
4. All qualified applicants who have been selected for an interview will be notified after November 10, 2020.
5. Applicants will be interviewed by members of the Board. Interviews will be held in November.
6. Interviews will be conducted in public. The names and addresses of all applicants will be recorded in a Board report. The Notice of Application form as well as applicants' resumes will be posted on the Board website.
7. The successful candidate will be approved by the Board in December 2020.
8. The successful applicant will be sworn into office during a Special Board Meeting in December 2020.

Please apply to: Executive Assistant to the Board of Trustees

Grand Erie District School Board
349 Erie Avenue, Brantford N3T 5V3
1-888-548-8878 ext. 281133
Fax: 519-756-9181
email: xxxxxx.xxxx@granderie.ca

Personal information on this form is collected as part of the Trustee application process and will be used to assist in the decision-making process to fill the vacancy for the position of Trustee County of Brant and Norfolk County, Wards 3 & 7. The notice of application form will be a public document. The Grand Erie District School Board reserves the right to post applicant information and the attached resume on the Board website. We appreciate all applications; however only those selected for an interview will be contacted.



NOTICE OF APPLICATION PUBLIC SCHOOL TRUSTEE

(County of Brant and Norfolk County, Wards 3 & 7)

DECLARATION:

I hold the required qualifications for the position of school trustee:

- ☐ Canadian citizen
- ☐ Public school supporter
- ☐ Resident of Brant, Brantford, Haldimand or Norfolk
- ☐ 18 years of age or older

Eligible applicants must meet all four required qualifications.

I declare the following to be true (check all that apply):

- ☐ I have not been convicted of any indictable offence in Canada or the United States.
- ☐ I am not an employee of any school board.
- ☐ I am not disqualified to act as a member for any reason as outlined in the Education Act S. 219(4)
- ☐ I understand my name and address will be distributed through the Board's public agenda, that the Notice of Application form will be a public document, and that the Board will be posting this information as well as the attached cover letter and resume on its website.

CONTACT INFORMATION (please print):

Name _____

Address _____

City _____ Province _____ Postal Code _____

Home Phone _____ Cell Phone _____

Email Address: _____

Information on this form is collected for the purpose of administering all activities related to the consideration of applications for the position of school trustee with the Grand Erie District School Board pursuant to S.221 of the *Education Act*. Questions with respect to this collection may be addressed to the Director's Office, Grand Erie District School Board, 349 Erie Avenue, Brantford, ON N35 2H7 or 1-888-548-8878 ext. 281133.

I understand that it may be necessary for the Grand Erie District School Board to consider my application in a public meeting under the provisions of the *Education Act*, and that personal information I have submitted as part of my application may therefore be disclosed publicly, both in such a meeting and in the agenda made available to the public prior to any such meeting. I consent to the disclosure of the personal information for the purpose of considering my application for school board trustee.

Dated this _____ Day of _____ 2020

Applicants Signature



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: la'teieka:nereh Doxtador-Swamp, Student Trustee
RE: **Student Trustee Report**
DATE: October 26, 2020

OSTA-AECO eFGM Conference - October 22th-25th

This past weekend was the OSTA-AECO eFGM conference. Due to Covid-19 restrictions, the conference was online, which was a new experience, but was still very informative and engaging for us student trustees. We developed many new useful skills that can be beneficial all throughout our lives. We also had many opportunities to engage with other student trustees in the breakout sessions. Overall, this weekend was filled with many new learning experiences that will help us become better student trustees.

2020-2021 OSTA-AECO Goals/Initiatives

The OSTA-AECO goals and initiatives for the 2020-2021 school year include:

- Student well-being - student nutrition programs, mental health supports, etc.
- Enhancing equity - advancing reconciliation, inclusivity curriculum, etc.
- Student voice - implementing student led initiatives, etc.

Keynote Speaker Presentations

There were many guest speakers who gave us advice and were very informative about many educational topics. We had alumni panelists present a presentation on exploring post-secondary pathways. Kareem Perez, the founder of The Tech Effect did a presentation on digital marketing, and gave advice on entrepreneurship. Stephen Lecce gave student trustees advice on going into the political field. Last, Nancy Naylor also did a question and answer presentation and discussed updates in education.

Learning Opportunities

eFGM provided lots of learning opportunities about the following topics:

- Boardroom etiquette
- Exchanging initiatives with other trustees
- Media literacy
- Promoting equity
- Addressing racism

Discussions

During our breakout sessions we discussed many topics relating to improving the conditions within schools. We had a discussion about substance and drug abuse in schools, and ways to prevent it such as having designated spots for smoking, and so on. Another great discussion topic was about inclusivity in schools, such as the new grade 11 English course involving Indigenous authors, addressing racism, mental health support for students, LGBTQ2S+ inclusiveness, and revising the history course topics in both elementary and secondary schools. Lastly, we participated in interactive mock boardroom scenarios.

Respectfully submitted,

la'teieka:nereh Doxtador-Swamp
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Susan Gibson, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: October 26, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the October 5, 2020 Committee of the Whole Board meeting as follows:

1. **Modified School Year Calendar Ad Hoc Committee Report**

THAT the Grand Erie District School Board receive the Modified School Year Calendar – Ad Hoc Committee Report as information.

THAT the Grand Erie District School Board direct staff to bring back the Terms of Reference, for a Committee to make suggestion for Modified School Year Calendar for the 2022-23 school year and report back to the Board in November 2021.

2. **MPPs Visit Update**

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

3. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of October 5, 2020 as information.

4. **Learner Intervention Tracking for Excellence (LITE)**

THAT the Grand Erie District School Board receive the Learner Intervention Tracking for Excellence (LITE) report as information.

5. **Public Consultation Plan for Special Education Plan Annual Review**

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

6. **Voluntary Indigenous Self-Identification Report**

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

7. **Bylaw 19 Use of Board Logo and Grand Erie Name**

THAT the Grand Erie District School Board approve Bylaw 19 Use of Board Logo and Grand Erie Name.

Carried

8. **Bylaw 26 Chairs' Committee**

THAT the Grand Erie District School Board approve Bylaw 26 Chairs' Committee

9. **SO9 Cyberbullying**

THAT the Grand Erie District School Board forward Policy SO9 Cyberbullying to all appropriate stakeholders for comments to be received by November 25, 2020

10. **SO25 Visual Identity**

THAT the Grand Erie District School Board forward Policy SO25 Visual Identity to all appropriate stakeholders for comments to be received by November 25, 2020

11. **SO31 Accessibility**

THAT the Grand Erie District School Board forward Policy SO31 Accessibility to all appropriate stakeholders for comments to be received by November 25, 2020

12. **HR110 Hiring Procedure**

THAT the Grand Erie District School Board forward Procedure HR110 Hiring Procedure to all appropriate stakeholders for comments to be received by November 25, 2020

13. **OPSBA Report**

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

14. **Student Trustee Report – Orange Shirt Day**

THAT the Grand Erie District School Board receive the Student Trustee Report as information.

15. **In Camera Report**

THAT the Grand Erie District School Board approve the resignation of Superintendent of Education Linda De Vos for the purpose of retirement effective January 31, 2021.

Respectfully submitted,

Susan Gibson, Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: October 26, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Enrolment Update Report as information.
--

Background

Enrolment is reported to the Ministry of Education on two count dates, October 31st and March 31st, each year.

Additional Information

The attached report contains the following data:

- a) Original enrolment projections for budget
- b) Preliminary enrolment reported on September 30, 2020
- c) Graph illustrating four years of actual enrolment history plus the preliminary enrolment for the current year.

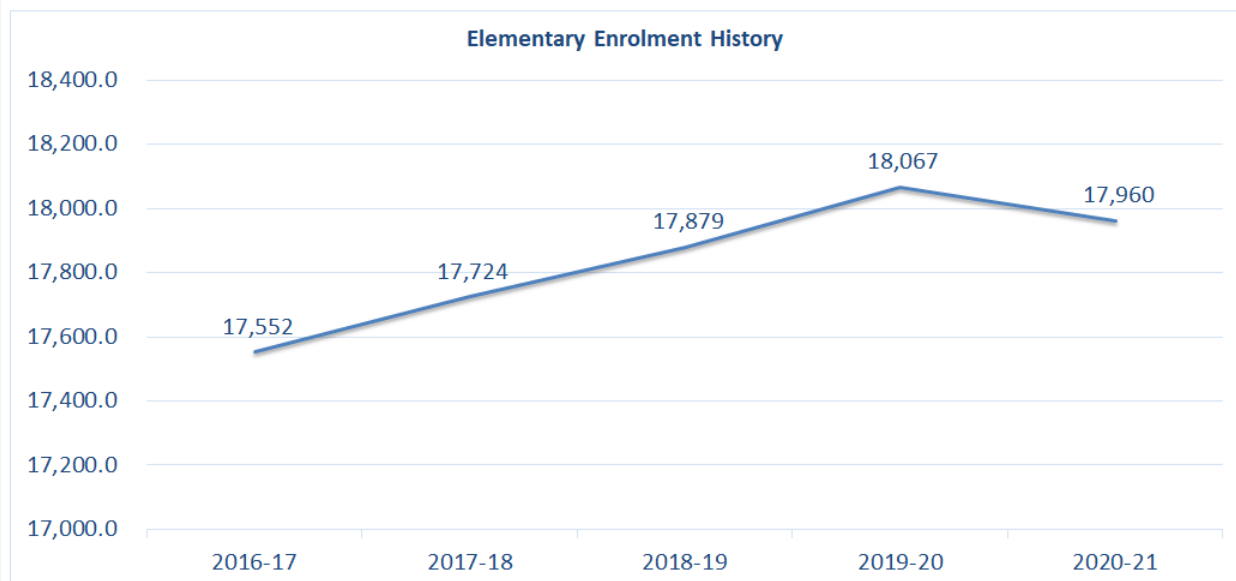
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board 2020-21 Elementary Enrolment Update

	Enrolment History					Change over 2019-20
	2016-17	2017-18	2018-19	2019-20	2020-21	
JK/SK	3,380.0	3,407.0	3,362.5	3,432.0	3,297.0	(135.0)
Grade 1-3	5,292.0	5,371.0	5,379.0	5,355.0	5,349.0	(6.0)
Grade 4-8	8,558.0	8,629.0	8,808.0	8,961.5	9,314.0	352.5
Special Education (Ungraded)	322.0	317.0	329.5	318.0		(318.0)
Elementary ADE	17,552.0	17,724.0	17,879.0	18,066.5	17,960.0	(106.5)

	2020-21 Enrolment					Change over Budget
	Budget	Sept. 13 '20	Sept. 30 '20	Oct. 31 '20	Mar. 31 '21	
JK/SK	3,522.0	-	3,297.0			(225.0)
Grade 1-3	5,363.0	-	5,349.0			(14.0)
Grade 4-8	9,121.0	-	9,314.0			193.0
Special Education (Ungraded)	197.0	-	-			(197.0)
Elementary ADE	18,203.0	-	17,960.0	-	-	(243.0)



**Grand Erie District School Board
2020-21 Secondary Enrolment Update**

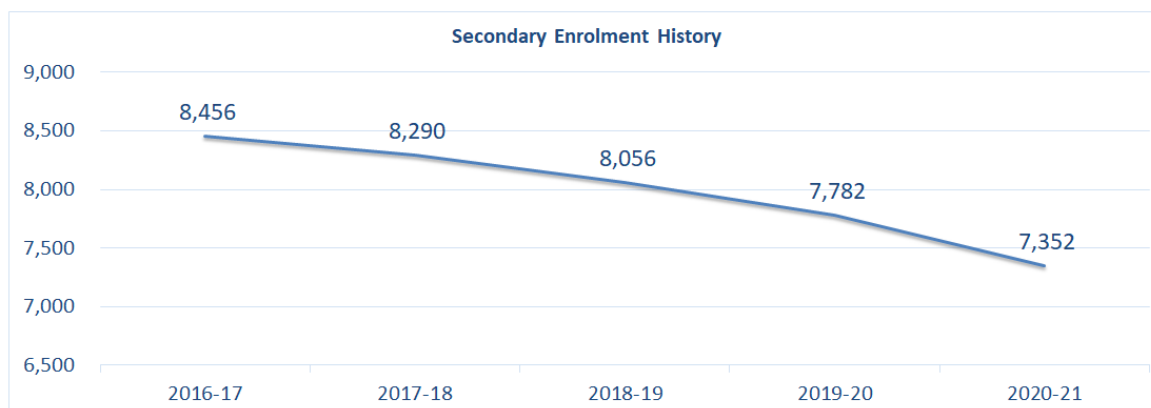
	Enrolment History					Change over 2019-20
	2016-17	2017-18	2018-19	2019-20	2020-21	
Pupils of the Board - Regular	7,850.84	7,692.52	7,523.95	7,269.10	6,926.52	(342.58)
Pupils of the Board - High Credit	66.16	44.77	45.70	38.36	-	(38.36)
Students on an Education Service Agreement	538.50	552.63	485.88	474.39	425.26	(49.13)
Secondary ADE	8,455.50	8,289.91	8,055.53	7,781.85	7,351.78	(430.07)

	2020-21 Enrolment					Change over Budget
	Budget	Sept. 13 '20	Sept. 30 '20	Oct. 31 '20	Mar. 31 '21	
Pupils of the Board - Regular Oct. 31	7,199.00	-	7,104.12			(94.88)
Pupils of the Board - Regular Mar. 31	6,902.00	-	6,748.91			(153.09)
Pupils of the Board - Regular ADE	7,050.50	-	6,926.52	-	-	(123.98)

Pupils of the Board - High Credit Oct. 31	16.00	-	-			(16.00)
Pupils of the Board - High Credit Mar. 31	58.00	-	-			(58.00)
Pupils of the Board - High Credit ADE	37.00	-	-	-	-	(37.00)

Education Service Agreement Students Oct. 31	476.00	-	435.27			(40.73)
Education Service Agreement Students Mar. 31	445.00	-	415.25			(29.75)
Education Service Agreement Students ADE	460.50	-	425.26	-	-	(35.24)

Total FTE - October 31, 2019	7,691.00	-	7,539.39	-	-	(151.61)
Total FTE - March 31, 2020	7,405.00	-	7,164.16	-	-	(240.84)
Secondary ADE	7,548.00	-	7,351.78	-	-	(196.22)





GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Elementary Class Size Report**
DATE: October 26, 2020

Background

Since 2007-2008 the Ministry of Education has required Boards to be fully compliant with class size caps such that 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students.

Each October, School Boards report detailed reports of their elementary class size data to the ministry by October 31 of each school year, based on a count date in September. These instructions are communicated to Boards through "SB" Memorandums.

As of October 22, 2020, no memorandum has been distributed to school boards for 2020-21. The elementary Class Size Report will be deferred until a memorandum for 2020-21 is released.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary

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

RE: **2019-20 Grand Erie Student Achievement Plan Outcomes**

DATE: October 26, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Board Improvement Plan for Student Achievement Outcomes as information.</p>
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Background

The 2019-20 Grand Erie Student Achievement Plan was presented at the October 28, 2019 Board Meeting. On March 30, 2020 a mid-year update was shared based on monitoring and the evidence of impact to date.

As EQAO assessments were not administered during the 2019-20 school year, no results are available to include in this report.

Elementary Outcomes 2019-20

Mathematics-How did we do? (Measure of Success)

Quantitative Results for Primary and Junior Students

- The EQAO Assessment of Mathematics Primary Division (Grades 1-3) and the EQAO Assessment of Mathematics Junior Division (Grades 4-6) was not administered.
- During the period from March 16 – June 25, primary students received a total of five hours per week of Literacy and Mathematics
- During the period from March 16 – June 25, students received a total of five hours per week of Literacy, Mathematics, Science and Social Studies
- In determining final grades and marks for the final report card, teachers were instructed to use the evaluation information gathered before March 13th. When in the best interest of students, teachers were encouraged to include evidence of learning completed during the school closure period in their determination of final grades.
- Many Term 2 report cards indicate an increase in insufficient information. Although this accurately reflects what happened, the report card marks do not accurately reflect achievement or learning

Where are we Now? (Story of how we are responding to how we did)

- A variety of live professional learning, both virtually and in-person with enhanced safety protocols will be provided to meet educator learning needs with respect to the *Ontario Mathematics Curriculum, 2020*; digital math resources (Knowledgehook and Zorbits); and resources such as *Leaps & Bounds for Grade 1 & 2*; *Number Talks*; and *What to Look For*

- All sessions will be posted in the Virtual Learning Environment so they can be accessed later during a time that is convenient.
- A variety of workshops choices have also been created for Virtual Academy staff from how to get started in Brightspace and go deeper; and key considerations when planning and implementing virtual learning, synchronous and asynchronous
- Administrators will also be immersed in learning about the Ontario Mathematics Curriculum, 2020. Virtual support will be available in advance of their staff meetings. They will also continue to meet virtually once a month to continue to learn about Leading the Math Agenda.
- Elementary Program Staff is holding virtual Office Hours, where educators can “drop by” to ask more specific questions about virtual learning, and network with other educators in the same division.

Literacy -How did we do? (Measure of Success)

Quantitative Reading Results and Writing for Primary and Junior Students

- The EQAO Assessments of Reading and Writing Primary Division (Grades 1-3) were not administered.
- The EQAO Assessments of Reading and Writing Junior Division (Grades 4-6) were not administered
- During the period from March 16 – June 25, primary students received a total of five hours per week of Literacy and Mathematics
- During the period from March 16 – June 25, junior students received a total of five hours per week of Literacy, Mathematics, Science and Social Studies
- In determining final grades and marks for the final report card, teachers were instructed to use the evaluation information gathered before March 13th. When in the best interest of students, teachers were encouraged to include evidence of learning completed during the school closure period in their determination of final grades.
- Many Term 2 report cards indicate an increase in insufficient information. Although this accurately reflects what happened, the report card marks do not accurately reflect achievement or learning

Where are we Now? (Story of how we are responding to how we did)

- A variety of live professional learning, both virtually and in-person with enhanced safety protocols will be provided to meet educator learning needs with respect to the Benchmark Assessment System (BAS) for Primary and Junior students and digital literacy resources (*Literacy Pro* and Je Lis, Je Lis Licenses)
- All sessions will be posted in the Virtual Learning Environment so they can be accessed later during a time that is convenient.
- A variety of workshops choices have also been created for Virtual Academy staff from how to get started in Brightspace and go deeper; and key considerations when planning and implementing virtual learning, synchronous and asynchronous
- Elementary Program Staff is holding virtual Office Hours, where educators can “drop by” to ask more specific questions about virtual learning, and network with other educators in the same division.
- New English and French digital literacy resources are being offered to the system
 - o *Literacy Pro* licenses recommended for Kindergarten – Grade 5. *Literacy Pro* is digital tool for both staff and student use that is Canadian with culturally responsive and some Indigenous perspectives. It is source of eBooks for teachers to use as part of their comprehensive literacy program. Teachers can use the eBooks for read aloud and shared

- reading. Further, teachers can assign eBooks to students for both guided and independent reading. Students can record their reading and send the audio recordings to their teacher. It also allows for direct messaging between the student and teacher to encourage conversations.
- o *Je Lis, Je Lis* licenses, recommended for Kindergarten – Grade 4. *Je Lis, Je Lis* is digital tool for both staff and student use. It is source of eBooks for teachers to use as part of their comprehensive literacy program.

Student Success/Secondary Outcomes 2019-20

Literacy - How did we do?

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

2019-20 EQAO Data

- The 2019-20 Ontario Secondary School Literacy Test was not administered due to COVID-19 school closures.

Numeracy - How did we do?

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

2019-20 EQAO Data

- The EQAO Assessment of Mathematics was not administered.

Summary

- One half-day professional learning session was held for all secondary schools with a focus on responding to student need, student engagement, and documenting assessment. Educators explored the use of three-act math lessons, using vertical non-permanent surfaces and documenting observations and conversations with students for assessment purposes. Educators were also introduced to a developmental continuum showing how students' mathematical thinking progresses over time to support decision making in best next instructional steps for students. Intensive schools stayed for a full day of learning, digging deeper into the progression and looking at specific thinking strategies and models and tools students use and how to support their further development. Administrators, coaches and MFM1P educators were part of this session.
- The Student Success Team, including the new Secondary Math facilitator supported individual schools through school-based learning team visits where possible. The visits supported administrators and staff to continue the learning from the Professional Learning session and support its implementation in the classroom.
- A second professional learning session was planned for the same participants but was not implemented due to school closures.

Percentage of Grade 7 and 8 students achieving Level 3 or 4 in mathematics on report cards.

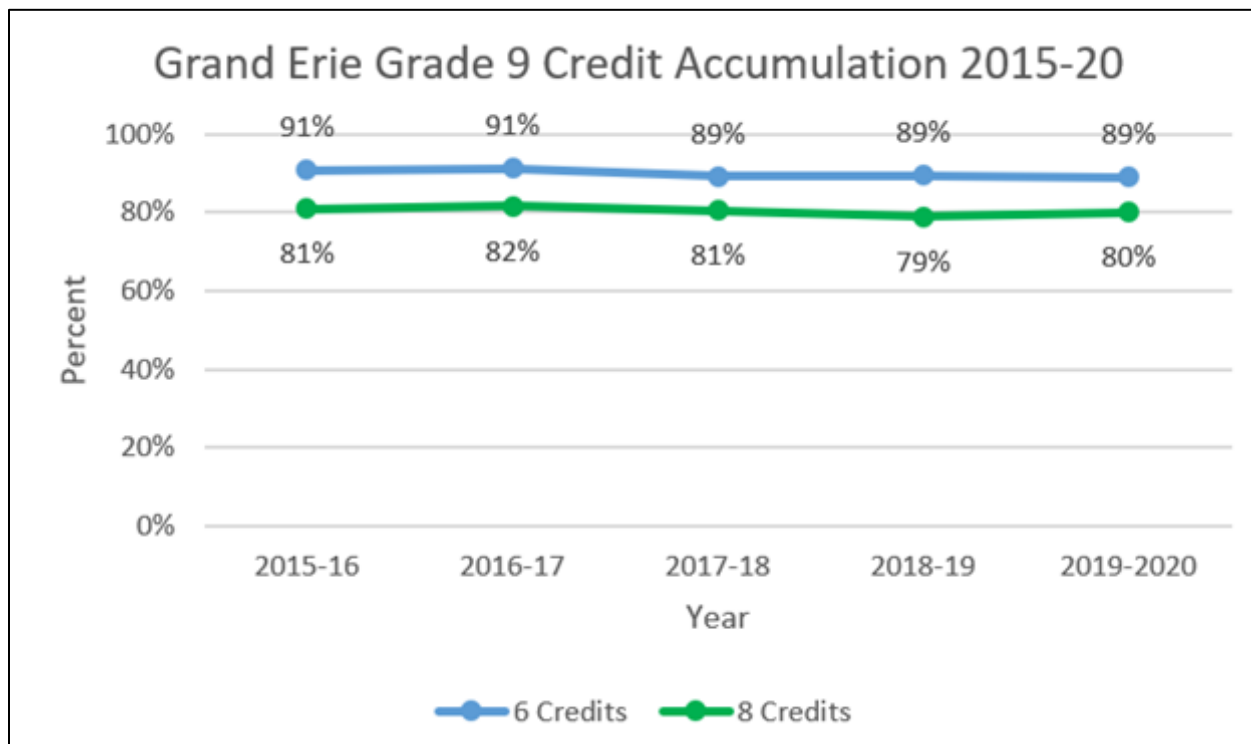
Due to COVID-19 school closures, reporting data cannot be accurately calculated.

Credit Accumulation – How did we do?

Percentage of students achieving 8/8 and 6/8 credits by the end of Grade 9.

- 80% of students accumulated 8/8 credits in Grade 9, an increase of 1% from last year.
- 89% of students accumulated 6/8 credits in Grade 9, which remained the same from last year.

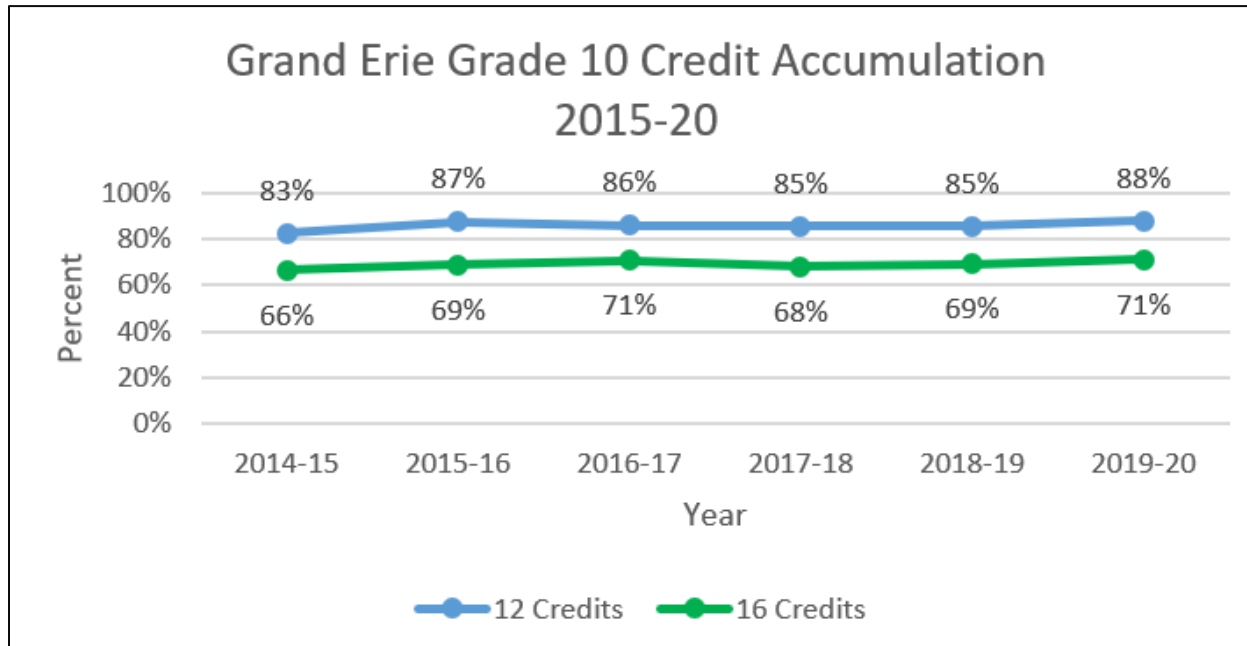
Graph comparing the percentage of students achieving 6/8 as compared to 8/8 credits by the end of Grade 9.



Percentage of students achieving 16/16 and 12/16 credits by the end of Grade 10.

- 71% of students accumulated 16/16 credits in Grade 10, an increase of 2% from last year.
- 88% of students accumulated 12/16 credits in Grade 10, an increase of 3% from last year.

Graph comparing the percentage of students achieving 12/16 and 16/16 credits by end of Grade 10.



Secondary – Where are we Now?

1. The Intermediate Transition Plan continues to provide proactive and preventative supports for students as they transition from Grade 8 to 9, preparing them for success as they enter secondary school. Amendments and differentiated strategies will be used in the upcoming year to ensure appropriate supports are available through other avenues. Results from the implementation of this plan will continue to be monitored in order to meet the needs of intermediate students.
2. The Secondary Math Facilitator will strengthen the math teaching in the identified schools and foster learning environments that lead to improved student performance. The Secondary Math Facilitator will communicate regularly and share school needs, challenges and successes with the Board Math Learning Lead.
3. Plans continue to be made to support secondary schools with both their numeracy and literacy needs. Professional Learning Environments (PLE's) and virtual after-school sessions will support teachers with self-directed and on-demand professional learning.
4. Grand Erie continues to support staff with differentiating instruction and triangulating assessments to measure and meet the learning needs to ensure Success for Every Student.
5. The credit recovery program in day school and summer school continues to support options for students who are not meeting with academic success and will ensure that students are on track as they progress through their secondary school years.

Special Education – Outcomes 2019-20

The focus was on implementation of the renewed model in special education. The renewed model brings supports and strategies closer to the classroom. Learning Resource Teachers coached, co-taught and co-learned with classroom teachers to build capacity for all staff members to meet the needs of students with special education needs. Child and Youth workers worked in classrooms to deliver evidence-based social-emotional and self-regulation supports. Professional Support Services Staff supported school teams with ideas for Tier 1 interventions.

How will we know?

There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports.

How did we do?

Two 0.4 FTE Grand Erie Speech-Language Pathology positions are allocated to supporting low-verbal and non-verbal students who have Augmentative and Alternative Communication (AAC) needs. These positions were created following a board-wide survey in the fall of 2017 that identified a need for additional support in this niche area.

(AAC refers to communication methods, systems and strategies that are used to supplement or replace natural speech)

- *Indirect "tier 1" consultative support to teachers, support staff, other SLPs and Communicative Disorders Assistants (i.e., classroom visits, informal observations, general recommendations and resource sharing, professional development and/or capacity building)*
-
- *"Having an opportunity to have AAC/SLP support allowed me to really understand the role a communication device plays for an individual student. I was given lots of support to help me understand ways to use the device in a functional way. I learned that it is the student's voice not just a learning tool. I learned to have a dialogue with my student, where we would take turns using the device to talk. Modelling was one of the best ways for us both to learn. Frequent check-ins were offered to ensure success. The SLP and I worked together to create next steps that supported my student. I felt I was set up for success, therefore so was my student." – Grand Erie Teacher*
 - *"As a teacher in a self-contained classroom for students with Autism, AAC tools have been invaluable in allowing our students who are non-verbal or have limited oral vocabularies an opportunity to participate and express themselves to their teachers and peers. We have one student who was consistently aggressive towards staff and classmates when she wasn't able to express her requests, but shortly after she started bringing her AAC device her behaviour dramatically improved. She was able to communicate her ideas in a way that she knew we could understand, and just as importantly we were able to respond back to her using her device to reinforce and validate her communication. Now she uses her device throughout the day...She even uses it to be funny and make jokes with staff ...The smile in her eyes when she is able to connect with her teacher in that way is priceless, and it is made possible by the expanded range of communication options provided by AAC." – Grand Erie Teacher*
-

Speech Language Pathologist and Communicative Disorders Assistant School Support

Elementary School was a great success in the 2019-2020 school year for implementation of Tier 1 services by Communication Services! SLP Janelle Albrecht and CDA Becky Holmes identified a need for whole-class language services, and designed a presentation focusing on story retell & story

creation using a graphic organizer and picture icons. Seven teachers enthusiastically took part in this tier 1 presentation and afterward applied these ideas into their classroom program independently. Essential to this success was the principal, who believed in the usefulness of this model and encouraged his staff to embrace this model of service.

How will we know?

The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.

How did we do?

A pre and post survey was completed with Learning Resource Teachers. Some anecdotal responses of how the LRT supports the classroom teacher include;

- "I was able to develop a visual schedule for two students in the same classroom, model how to use the visual until the teacher became comfortable using it with the students."
- "Coached two teachers this week on using incentive charts to help with learning to follow classroom expectations and work completion."
- "I go into classrooms frequently and show students and teachers how to use Dictate in word and text to speech. I now have more students than ever using this software in their classes. I also support teachers in the "L" stream classes (high school) by being an extra set of hands and eyes in the class. We debrief after about strategies that can help such as visual aids and chunking information."
- "Helped develop differentiated instruction for class. Developed choice bins with teacher and EAs Co created tracking and goal setting sheets."
- "Really excited to be going into the classroom and sharing the open-ended questioning strategies shared at our Sept 20th session. Strategy is practical and is a quick and easy way to make curriculum accessible to all students."
- "In the grade 5/6 classroom I was able to implement computer equipment to students who needed it and team taught with the teacher how to use Word Q 5 as a tool all students in the class could use."
- "Through collaborative discussion about a student, a teacher was able to implement a new strategy to use for a student that was not completing any work. The consistent response to his behaviour and my part as support to make sure he followed through led to some work completion that would have never occurred otherwise."

How will we know?

Elementary Learning Resource Teachers will participate in intensive professional learning to build their capacity to support classroom teachers to meet the needs of students with exceptionalities in the classroom. Secondary Learning Resource Teachers will participate based on their interest and availability.

How did we do?



J.L. Mitchener LRT, Kim Hagan, leading a breakout session on how In-School Team practices are used at her school to allow for fulsome Tier 1 interventions to be utilized within the school.



Waterford District High School LRT, Laura McKenzie, leading a breakout session on how to she utilizes three-point communication when facilitating meetings and responding to conflictual conversations in her work.

LRTs reported a 7% increase in their understanding of Tier 1 strategies, and a 9% increase in their ability to understand how to monitor the effectiveness of implemented tier 1 interventions to support student need.

LRTs identified key areas that they would like continued professional development in. The top 3 responses in the post survey were;

- Strategies to help students manage challenging behaviour
- Assisting EAs as independence facilitators for students
- ABA Strategies within the school setting

How will we know?

Establishment of clear expectations regarding In-School Team and Resource Team processes.

How did we do?

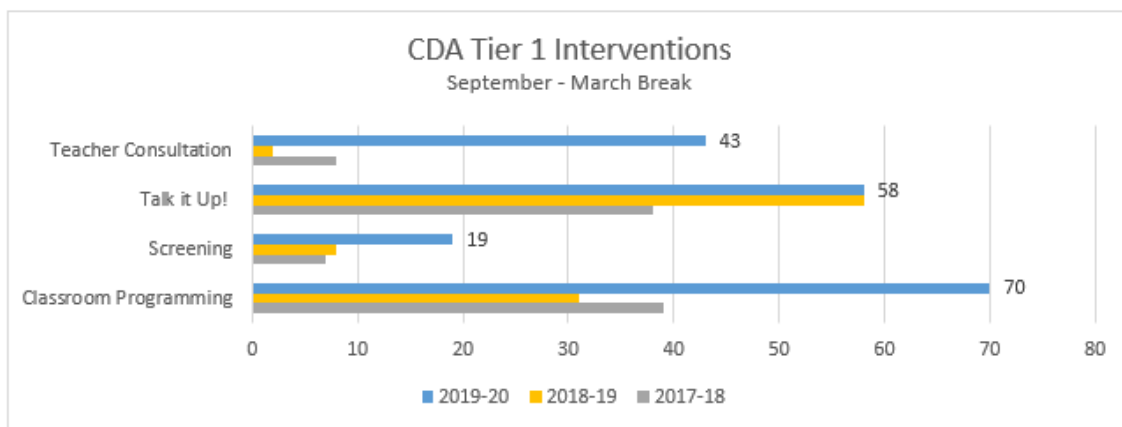
Relationships developed in dedicated resources teams were instrumental in ensuring a successful transition to virtual meetings during COVID school closures

How will we know?

Shifts in System and Professional Support Staff roles to align with the renewed focus of Tier 1, in-classroom or close-to-the-classrooms supports and strategies.

How did we do?

Talk it Up!



This is data pulled from the 2019-20 school year LITE platform. Talk it Up! is a tier 1 good for all one-page monthly hand out with everyday cost-free ideas for parents and teachers/DECEs to support the development of oral language skills necessary for success in school. The CDAs send it out to all elementary schools, but there may be multiple users in each school. CDAs send the ideas home with students they are working with, some teachers send it out using twitter or other communication means to all parents in their class, and some principals post on their school website.

Where are we now?

- There will be a continued focus on the implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.
- System support staff will continue to work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.

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; and we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary

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

RE: **2020-21 Grand Erie's Plan for Student Achievement and Well-Being: Success for Every Student**

DATE: October 26, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2020-21 Grand Erie's Plan for Student Achievement and Well-Being as information.</p>

Background

The Grand Erie Plan for Student Achievement and Well-Being Leadership Committee met in the fall of 2020 to examine the data and to discuss next steps in the development and evolution of the 2020-21 plan given the current educational climate. We continue to align the focus of the plan with our Multi-Year Plan goals and Ministry's Mathematics strategy.

Additional Information

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

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

The Grand Erie Student Achievement and Well-Being Leadership Committee will continue to meet throughout the 2020-21 school year to monitor, measure and reflect on our progress.

Next Steps

1. The plan will be communicated with the Ministry of Education Student Achievement Division on October 30, 2020.
2. The plan will be shared with Administrators.
3. Trustees will be updated on the Grand Erie Plan for Student Achievement and Well-Being Plan during the mid-year update.

Respectfully submitted,

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

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them
- Create and promote an enabling environment where all students can participate fully in their education.

Theory of Change

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

Where Are We Now?

Needs Assessment Findings

Our focus will be to recognize overarching conceptual understandings across the strands to deepen our knowledge of spatial, proportional, and algebraic reasoning. Social emotional learning skills continue to need to be developed to help students develop confidence, cope with challenges and think critically. Students need to see themselves as capable and confident learners of mathematics.

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

Individual student learning gaps will continue to be identified and addressed with a continued focus on differentiated instruction and assessment in literacy. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the skills to assess individual student needs and provide responsive differentiated literacy instruction.

How Did We Do?

K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Reading, Writing and Oral Language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in **Mathematics** on report cards.

Percentage of Grade 7 & 8 students achieving level 3 or 4 in **Mathematics** on report cards.

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

Percentage of students achieving 6/8 and 8/8 credits by the end of Grade 9.

Percentage of students achieving 12/16 and 16/16 credits by the end of Grade 10.

Monitor and measure the impact of the continued focus on tiered supports and strategies.

Monitor and measure the impact of the implementation of evidence-based Social-Emotional Learning programs on student well-being and achievement.

Narrative Data

School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.

1.1 - Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

How Will We Get There?

Professional, and Collaborative Learning – Superintendents and Central Teams will support/guide Principals and their multi-disciplinary teams through learning about and implementation of curriculum; supports, tools and resources to use effective differentiated instruction; ongoing assessment and reflection on student responses to instruction and feedback.

Mathematics Support for Ministry Identified Schools—The Principal Leaders, K-12 Board Math Lead; Board Math Facilitators; Elementary Consultants; and Secondary Math Facilitator will support **elementary educators** and **Grade 9** Applied Teachers with their learning and implementation.

Principal and school multi-disciplinary learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated classroom instruction and assessment to meet individual student learning.

Wrap-around Support Staff will work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.

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

How Will We Know?

The focus is on improved mathematics achievement. All of the following practices are expected to be evident for school based literacy achievement.

Educators implement effective differentiated instructional and assessment practices in a tiered response to individual student needs, supported by the leadership of the Principal.

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

Staff members will develop skills in mental health literacy and an awareness of their own mental health.

Students know when to access and use calming strategies for their own emotional well-being.

How Are We Doing?

System

Family of Schools Superintendent and System Multi-Disciplinary Teams Learning Observations; Conversations.

Schools

Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.

Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).

Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth.

Evidence of continued implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.

Classroom

Triangulated student evidence in a variety of forms (observation, conversation, and products).

Students demonstrate social emotional learning skills that lead them to see themselves as capable and confident learners that cope with challenges and think creatively

Evidence of implementation of Tier 1 strategies to support Universal Design for Learning and the full participation of all students.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – September 2020**
DATE: October 26, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of September 2020 in the amount of \$11,563,734.01 as information.

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, T. Buchanan, R. Collver, L. DeJong, K. Jones, W. Rose, L. Scott, CA Sloat, C. Speers, T. Wilson.

Regrets: C. Brady, B. Caers, M. Carpenter, C. Clattenburg, N. Schuur, J. Trovato, R. Winter.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, S. Slaman, L. Thompson, J. White.

Recorder: P. Curran.

Guests: J. Gemmill, ITS Staff

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order at 6:00 PM and read the Land Acknowledgement Statement.

(b) Chair Waldschmidt conducted the roll call.

(c) Agenda Additions / Deletions / Approvals T. Waldschmidt

i. Move E-1 (c) to C-1 Business Arising from Minutes and/or Previous Meetings (c) SEAC Meetings 2020-2021 – Virtual vs. Face-to-Face – L. Thompson

ii. Add E-1 Other Business (c) SEAC Membership Update – L. Thompson

Moved by: L. DeJong

Seconded by: C. A. Sloat

“THAT the SEAC 20-01 Agenda for September 17, 2020 Meeting be approved as amended.”

CARRIED



H-1-b Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

B-1	Timed Items	T. Waldschmidt
------------	--------------------	-----------------------

- | | | |
|-----|--|-----------------------|
| (a) | Update – Summer School Transition Program, SEA Summer Camps and Summer Support for Vulnerable Students and Families
https://youtu.be/TvqN23ecYXU | J. White / P. Bagchee |
| i. | Summer School Transition Program | |

The Ministry of Education provided one-time funding which Grand Erie used to run 23 face-to-face programs in 16 schools for students from Kindergarten to grade 3.

Staff training occurred from August 17—21 and student participation in programs was from August 24 – 28.

Learning focused in the areas of Self Regulation, Behaviour Management and/or Social Skills and/or Social Interactions.

The summer “Super Self-Reg” program used during this camp is also being offered by CYWs in schools this fall and is currently running in 105 classrooms across Grand Erie.

One-time funding also allowed for a Social Worker to provide a continuation of mental health services over July and August. A total of 47 Wellness referrals were completed over the summer months.

Purpose of phone Wellness Checks:

- To discuss and provide strategies that support student mental health.
- To provide mental health support to students who are attending summer school and Camp Sail.
- To discuss in-home coping strategies and wellness.
- To assist students and families with connecting to community agencies, resources and support.
- Support students and families in transitioning back to school.

- | | |
|-----|-------------------------|
| ii. | Virtual Summer SEA Camp |
|-----|-------------------------|

The camp theme was “Find Your Own Superpowers”.

24 students participated in this camp from July 27-31 where they honed skills in various software programs and discovered accessibility and other features on their computers. They learned troubleshooting, problem-solving and sharing.



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

iii. Virtual Coding Camp

This camp was open to students in grades 4-10 and developed for students who fall within the autism spectrum and for those who have other special needs.

It was intended to help students transition back to school.

This program was offered at beginner and intermediate levels with the purpose of creating a structure and activities that help students engage with each other while developing useful transferable skills.

Staff reported 100% of campers showed a positive increase in their confidence when navigating Google Meet and Microsoft Teams in a learning environment after conducting the 30-minute sessions.

Staff completed the Ministry required report but as the success of the program exceeded expectations, staff is also compiling more extensive data from teacher, student and family feedback to inform how to continually teach these methods.

SEAC would like staff to submit this more fulsome information in a letter to the Ministry of Education.

It is hoped that additional funding may be made available when the value of the programs is demonstrated.

C-1 Business Arising from Minutes and/or Previous Meetings T. Waldschmidt

(a) Ratification of Minutes June 18, 2020 Meeting #1 T. Waldschmidt

Moved by: R. Collver

Seconded by: W. Rose

THAT the Minutes of SEAC 19-09 Meeting #1 held June 18, 2020 be approved as distributed.

CARRIED

(b) Ratification of Minutes June 18, 2020 Meeting #2 T. Waldschmidt

Page 2 paragraph 5 will be amended to read, "Moving forward the funds will be allocated to schools to support student learning opportunities with a focus on high expectations for student achievement and success." per L. Thompson



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

Moved by: L. Boswell

Seconded by: C. A. Sloat

THAT the minutes of SEAC 19-10 Meeting #2 held June 18, 2020 be approved as amended.

CARRIED

(c) SEAC Schedule of Meetings 2020-21

It was shared that the schedule has a conflict with the March 11, 2021 GEPIC Meeting which Director Roberto has agreed to change as SEAC changed its meeting to prevent a conflict last year.

(d) SEAC Meetings 2020-21 – Virtual vs. Face-to-Face

The Board received expectations outlined by the Brant Medical Officer of Health for meetings held in the Board room. Acknowledging that some members may be uncomfortable attending face-to face we would continue to offer virtual access, with anyone attending in person requiring electronic access and a headset.

Meeting dates and times were shared with all members.

Reviewed the requirements to conduct face-to-face SEAC meetings in the Board Room of the Education Centre. Noted that SEAC meetings conducted in a face-to-face model will continue to be live-streamed through YouTube to allow for public viewing.

Reviewed the protocol for accessing the Education Centre for SEAC members.

Discussed the health and safety protocols required for SEAC meetings to continue in a face-to-face manner in the Board Room of the Education Centre.

Following discussion, members agreed to change the October meeting to a virtual format and to revisit the situation at each meeting to determine when it may be recommended safe to resume physical meetings.

The item will be added as a regular topic on upcoming agendas until no longer required.



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

D-1 New Business

T. Waldschmidt

(a) Special Education Funding for COVID-19 Supports

L. Thompson

A total of \$568 625.00 was provided to Grand Erie through provincial and federal funding to offset the costs of programs, supports and services for students with special education and mental health needs. 10% of the provincial mental health funding (in Grand Erie approximately \$27,000.00) is to be used to support students at risk of being suspended in JK to Grade 3. As of September 1, 2020, the Ministry has removed the authority of school principals to be able to invoke discretionary suspensions for students in JK to Grade 3 as per Regulation 440/20 of the Education Act - Suspension of Elementary School Pupils. Mandatory suspensions can still be invoked.

Reviewed the programs, supports and services to which these funds were allocated.

<https://www.ontario.ca/laws/regulation/r20440>

Within the area of Mental Health, funds will be used to hire 2 additional Child and Youth Workers and 1.5 additional Social Workers. Staff will receive training, so they can support both in-person and virtual learning.

An additional Social Worker will be hired to support Indigenous and Supervised Alternative Learning (SAL) students.

Social Workers will work with school Resource Teams to help identify at-risk or vulnerable students who may need in-person or on-line support.

(b) Special Education and Grand Erie's Virtual Academy

More than 5,000 students are currently registered in the Virtual Academy.

Reviewed the model of delivery of program for students with special education needs in regular and self-contained programs who have opted for virtual learning.

The current model for students in regular class with special education needs includes programming from a teacher in the virtual academy in collaboration with the home school learning resource teacher. Individual Education Plans will be developed and supported by the learning resource teacher in the home school. Collaboration between the virtual classroom teacher and the home school learning resource teacher will be ongoing.



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

The current virtual learning model for students in self-contained classrooms includes the teacher and educational assistant(s) supporting students taking part in both online learning and in-class instruction.

Classroom teams consist of a teacher and educational assistant(s). They provide programming to students and connect with families virtually using Microsoft Teams. Contact and program delivery is also offered via teleconference for those learning from home, based on individual student needs.

Classroom educators know their students and families best and are able to use informed and reliable professional judgement to provide program continuity for the students in their programs. Students with special education needs often require consistency of supports through times of transition, challenge and change. This model provides this consistency for our students during COVID-19.

Families may opt back into in-class instruction during the 2020-21 school year. This model allows for a seamless transition for students when they return to school.

(c) Consultation – SO31 Accessibility

This policy is grounded in the Ontarians with Disability Act. The Board has met the standards for our website and the expectation for digital format in school libraries have been met. The only firm deadlines left are accessible buildings. SEAC is provided with updates to buildings from both new and retrofit perspectives.

Members felt the reference to guide dogs is redundant in SO31 as it is included in SO 33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals.

Members also questioned placing the onus on a person with disabilities to ask for accommodation, rather than using a universal design for all our resources accessible from the start.

Members were provided with a consultation question, “As adults who visit Grand Erie sites for a variety of reasons, what do you see or experience that tells you we are earnest about our responsibility to accessibility?”

- The lack of personal experience makes it difficult to know what might be missing or not working.



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

- Critical to distinguishing between physical accessibility and other less obvious forms of disabilities.
- Location of and direction to accessible washrooms and elevators
- Signage in fonts and colours that are difficult to read
- Accessible entry doors from fields and playgrounds, etc.

Feedback on this topic at this stage is valuable as often staff only hears when someone feels their needs are not being met or have encountered a barrier.

COVID information on schools is in the board's green and blue colours and included graphics. It was planned to be simple and easy to follow.

This item will be added to the October agenda.

Members may send additional comments to the recording secretary.

(d) **Learner Intervention Tracking for Excellence (LITE)**

Reviewed the LITE data for the 2019-20 school year.

Acknowledged the unprecedented operational impacts of the year which included labour unrest and a global pandemic.

Overall, in all disciplines, referrals for support or assessment either decreased or remained static other than referrals for Behaviour/Safety plans.

E-1 Other Business T. Waldschmidt

(a) **SEAC Representative to Grand Erie Parent Involvement Committee** L. Thompson

The meeting schedule was shared with SEAC.

Chair Waldschmidt called for other volunteers and seeing none agreed to continue as the GEPIC representative from SEAC.

(b) **Public Consultation for Grand Erie's Special Education Plan** L. Thompson

In accordance with Ministry of Education requirements, the Board provides a mechanism for public feedback.

Consultation questions are always available on the Grand Erie website and the public is prompted to respond to a survey when accessing the Special Education Plan standards on the website.



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

Previously there were only occasional responses, but since the COVID 19 pandemic struck, there has been an increase in responses.

Members also asked if that Learning Resource Teachers could remind parents where the special education plan and survey is located, during meetings.

(c) SEAC Membership Update L. Thompson

M. Gatopoulos contacted the Recording Secretary for meeting dates and membership information on Sept 14th and submitted a note indicating his interest in SEAC membership.

L. Thompson noted there is space for an additional member, and she will take a recommendation to the Board for approval.

F-1 Standing Items T. Waldschmidt

(a) Policy/Procedures Out for Comment

i. FT105 – Playground Equipment L. Thompson

Members will be advised of any policies or procedures relevant to Special Education.

The Recording Secretary will share policies and procedures when they go out for comment.

SEAC members should remember to identify yourself as a SEAC member when submitting comments.

G-1 Information Items T. Waldschmidt

(a) None.

H-1 Community Updates T. Waldschmidt

(a) None.

I-1 Correspondence T. Waldschmidt

(a) LDAO SEAC Circular – not available.

(b) Ltr – CSC Nouvelon re Current Status of MACSE June 10, 2020



Special Education Advisory Committee SEAC 20-01

H-1-b

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

W. Rose reminded members we had previously decided to send a letter in response.

T. Waldschmidt asked the Recording Secretary to make a note regarding this matter.

(c) Ltr – HPEDSB re Class Sizes and Online Options Feb 14, 2020

No comment.

J-1 Future Agenda Items and SEAC Committee Planning

T. Waldschmidt

(a) Indigenous Representative to SEAC – P. Boutis

Noticed a long-standing vacancy and wondering if we could reach out to Board committees or Superintendent for a suggestion.

Contact will be made with Grand Erie's Indigenous Education Advisory Committee to seek out volunteer(s) for this vacancy.

(b) Engaging with Parents as a Community Representative – P. Boutis

In her previous board she attended ward meetings but wondering how to effectively engage with parents and share information in Grand Erie.

(c) SEAC Information Online – P. Boutis

Meeting agendas and minutes including streamed meetings are not on our website.

C. A. Sloat reminded members that anything on our website is legal required to be available for seven years.

The SEAC page on the website will be reviewed to include meeting agendas and minutes.

K-1 Next Meeting

T. Waldschmidt

(a) Thursday, October 13, 2020 | MS Teams | 6:00 p.m.

L-1 Adjournment

T. Waldschmidt

Moved by: K. Jones

Seconded By: W. Rose

"THAT the SEAC 20-01 meeting of September 17, 2020 meeting be adjourned at 7:58 p.m."

CARRIED



MINUTES
(Chair –Andrea Murik)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Co-Chair</i>)
Griffin Cobb	Secondary School Administration (Certified Member) (Teams)
Cheryl Innes	Elementary School Administration (Certified Member) (Teams)

Employee Representatives:

Andrea Murik	Secondary Teachers (Certified Member) (<i>Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Paul Keresturi	Secondary Occasional Teachers (Teams)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member) (Teams)
Laura Adlington	Professional Student Services Personnel (Teams)
Laura Mels	Non-Union (Teams)
Amanda Baxter	Elementary Occasional Teachers (Certified Member) (Teams)
Denise Kelly	CUPE Facility Services

Resource:

Janice Wilkie	Health and Safety Officer
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Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets:

Philip Kuckyt	Transportation Services
Tom Krukowski	Facility Services

This meeting was held in the facility services lower meeting room with some committee members attending in person, while other were present via Microsoft Teams.

The Co-Chairs were selected for the 2020-21 school year. Andrea Murik will represent the workers, and Lena Latreille will represent management

2.0 Minutes of Last Meeting

The draft minutes for June 18, 2020 were reviewed.

3.0 Approval of Last Meeting Minutes (June 18, 2020)

The minutes were approved.



- 4.0 Agenda Additions
 - 6.1 Goggles vs Shields
 - 6.2 PSSP Concerns
 - 6.3 ETFO Concerns
 - 6.4 Keys
 - 6.5 Fire Drills

5 Unfinished Business – Discussion

5.1 Ministry of Labour Reports- Tollgate Technological Skills Centre- February 2020

March: The Ministry of Labour conducted a field visit after receiving an anonymous complaint regarding the safety of staff working with a student who has a Be Safe Plan at Tollgate Technological Skills Centre. The Board is working to address the orders received and has requested an extension due to the shutdown of schools as a response to Covid-19.

The committee discussed the completion of Aggression Tracking forms vs. Workplace Violence forms. The Division Manager of Operations and Health and Safety will investigate options for the aggression tracking form, such as a possible fillable electronic form. The committee stressed the importance that these forms are completed. This item will remain on the next agenda.

April: Due to the current conditions regarding Covid-19, the Division Manager of Operations and Health and Safety has requested an extension regarding the orders that were received on March 4, 2020 from the Ministry of Labour. We will provide a further update to the Ministry of Labour once we are back to regular working conditions with students in schools as to the needed actual extension date. This item will remain on the next agenda.

May: With the continued closure of schools and support locations for the remainder of the school year, the Board has been provided with a further extension to complete the orders that were received by the Ministry of Labour. The Health and Safety and Special Education Support teams continue to complete as much work as possible before school returns in the fall. The group has been working to provide information for general de-escalation strategies and data collection to share with employees; with the goal of streamlining aggression and workplace violence reporting. The committee brainstormed ways to share the information with all staff, including casual employees. Ideas included PD Place, staff meetings, and virtual staff meetings for casual employee. It was asked that the committee review the documents provided for the next meeting and bring forward any questions or suggestions to better improve the information. This item will remain on the next agenda.

June: The Board continues to work on the orders received by the Ministry of Labour. Once the Board is operating in September, an update will be sent to the Ministry. Concerns were raised by the committee regarding confusion about which forms should be filled out regarding certain scenarios. The Division Manager of Operations and Health and Safety will put the flow chart “GEDSB Reporting Procedure/Policy/Form Options” on PD Place for staff to review each year. This item will remain on the next agenda.



H-1-c Joint Occupational Health and Safety Committee

September 17, 2020
Microsoft Teams Online Meeting/Facility Services Meeting Room

September: An update will be sent to the Ministry of Labour regarding the status of compliance. Adjustments have been made to the classroom and BMS training has occurred with classroom staff. The committee was asked to review the online De-escalation Techniques for Student Problem Behaviour training once it is available for them and provide any feedback to the Division Manager of Operations and Health and Safety. This item will remain on the next agenda.

5.2 Extended School Closure Building Check Log Template

May: The committee was provided with a copy of the building check list that is being completed at Board locations twice a week during the Covid-19 shutdown. A committee member asked if Turning Point locations are being inspected. The Division Manager of Operations and Health and Safety indicated that they are not because they are leased, not owned by the Board. The committee member indicated there are some concerns at these locations, such as vandalism occurring at some of these locations. The Division Manager of Operations and Health and Safety will follow up with Senior Administration to determine if leased locations are being inspected by the owners. This item can remain on the next agenda.

June: School building checks are still being completed by custodial staff once a week. The Division Manager of Operations and Health and Safety indicated that additional items have been added to the monthly inspection checklist regarding things such as signage pertaining to social distancing, handwashing, etc.

Concerns were raised by the committee regarding the number of staff that are in buildings during the school shutdown and if monthly inspections should be occurring. The Division Manager of Health and Safety indicated that limited building access should still be in place. The Division Manager of Operations and Health and Safety will follow up with Senior Admin to let them know this concern. This item will remain on the next agenda.

September: Board locations completed the Health and Safety- Re-opening Inspection. The extended school closure building check log template will remain in the eBase system to ensure it is available if needed again. This item can be removed from the next agenda.

5.3 Covid-19 Information for September School Return

June: The committee was provided with the draft training regarding "General Infectious Disease and Hygiene Practices". All staff will be required to complete the training for the 2020-21 school year and perhaps annually.

The committee asked that the current protocols for the current building entry be shared with them. The Division Manager of Operations and Health and Safety will forward this to the committee members. It had been shared with the employee Unions and approved by the Health Unit. It was also noted that the communicable disease policy will be updated once more directive is provided by the Ministry and Health Unit. Committee members were advised if they had any questions they should send them to the Division Manager of Operations and Health & Safety. This item will remain on the next agenda.

September: The Board is working through protocols and methods as staff and students



H-1-c Joint Occupational Health and Safety Committee

September 17, 2020

Microsoft Teams Online Meeting/Facility Services Meeting Room

have returned to schools and support locations. The Ministry of Education has created a specific self assessment tool to be completed by staff and students each day. The Board continues to navigate the direction provided by both Health Units within the Board's jurisdiction. The Division Manager of Operations and Health and Safety indicated that the most current information can be found on the staff portal. This item can be removed from the next agenda.

Indoor Air Quality Reports

None

6 New Business

6.1 Goggles vs. Shield

The Division Manager of Operations and Health and Safety shared with the committee that shields, goggles or safety glasses have been deemed appropriate PPE for staff regarding eye wear and communication will be sent out shortly to staff for clarification. A question was brought forward regarding occasional staff and reusing face shields. The Division Manager of Operations and Health and Safety will send out a reminder to all indicating that occasional staff can take their face shield home with them to reuse. This item can be removed from the next agenda.

6.2 PSSP Concerns

A concern was brought forward regarding the nature of PSSP staff's work, which has them visiting multiple school sites. A committee member asked for clarification regarding how staff should be recording the sites they attend. The Division Manager of Operations and Health and Safety indicated that staff should follow the direction provided by the Superintendent of Business and complete the building access form at the end of the day, indicating the locations they visited that day.

A worker identified a discrepancy between the custodian responsibility cleaning guide vs staff responsibility cleaning guide. This error will be fixed. The Division Manager of Operations and Health and Safety quickly reviewed with the committee what both parties are expected to do. This item can be removed from the next agenda.

6.3 ETFO Concerns

With the requirement for staff to wear a mask and shield, a concern was brought forward regarding the vocal strain this may cause staff. The Division Manager of Operations and Health and Safety indicated that she hopes with the recent development of goggles or safety glasses being acceptable, it will allow staff to project their voice easier than when wearing a shield. This discussion also brought forward the challenge that some staff have if they are teaching a second language. The Division Manager of Operations and Health and Safety indicated that the Board must follow the direction provided by the Health Unit, and at this time clear masks are not allowed for staff as they are not a level one medical mask.

The committee indicated that they would like to be made aware of new products that may be used in schools such as hand sanitizers and cleaning products to ensure access is available to SDS information. These items will be removed from the next agenda.



6.4 Keys

A committee member indicated occasional staff were concerned about the school keys not being disinfected when shared amongst staff. The Division Manager of Operations and Health and Safety indicated that she would look into this but reminded the committee that hand hygiene would be the best way to address this concern. This item can be removed from the next agenda.

6.5 Fire Drills

A committee member asked a question about a recent document that was shared at schools from the Fire Marshall's office regarding fire drills in schools during COVID precautions. Additional information is being created to update the fire plans in schools. This information will be provided to schools when it is completed. This item can be removed from the next agenda.

7 Information Items

7.1 Various Asbestos Projects- Covid-19 and Summer Shutdown

Various asbestos abatement projects have been completed throughout the Board during the shutdown period and summer break. Copies of all reports were provided to the committee for information. This item can be removed from the next agenda.

8 Review of Reports

8.1 Employee Accident Reports Summary – June-August 2020

Workplace Safety and Insurance Board Reportable – June-August 2020

Student Aggression Summary Table- Not applicable due to Covid-19 shutdown

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites September 2020

Health and Safety School Re-opening inspections were completed at all Board sites

8.3 Health and Safety/Facility Services Committee

The next meeting has not been scheduled at this time.

8.4 Critical Injuries

There have been 1 student critical injury and 0 employee critical injuries for the 2020-21 school year to date.

8.5 Focus Group Meeting Minutes

The next meeting date is to be determined.

8.6 Review of Ongoing Project Items

See chart.

8.7 Work Orders

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

9 Health and Safety Training



10 Recommendations to Executive Council

None

11 Adjournment/Next Meeting(s):

Meeting adjourned at 12:40 PM. Next meeting is October 15, 2020. The next meeting will be held in Grand River Hall at the JBLC and will be available via Teams online as well.



Joint Occupational Health and Safety Committee

March 12, 2020
Teams on-line Meeting

As of September 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2020 - September	An amendment will be made to include provisions for worksite locations and JOHSC meetings in the event of a closure.	Review September 2021
December 2019	Health and Safety Eblast	2020- September	The committee decided to put a hold on the monthly Health and Safety Eblast due to the amount of information being sent out at this time.	Review December 2020
February 2020	Notification of Risk Binder	2020-September	The Division Manager of Operations and Health and Safety will follow up with Administration to ensure consistency with the location and binder identification for Notification of Risk Map. This should be checked during monthly and the annual inspection.	Review October 2020
February 2020	Violence Threat Risk Assessment	2020- March	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTRA's and the threat risk assessment process for the committee.	This will be deferred to the November meeting
May 2020	MOL- Major Ballachey	2020- May	This MOL as completed their report.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2021 - May	



Joint Occupational Health and Safety Committee

March 12, 2020

Teams on-line Meeting

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR5 – Harassment		Board approved February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR8 – Workplace Violence		Board approved October 2019	November 2023	October 2020	Next annual review for committee is October 2020

No.	Site	Sep 2020	Oct 2020	Nov 2019	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Elementary Schools													
1	Agnes Hodge	C											
2	Banbury Heights	C											
3	Bellview	C											
4	Bloomsburg	C											
5	Boston	C											
6	Branlyn Community	C											
7	Brier Park	C											
8	Burford District Elementary	C											
9	Caledonia Centennial	C											
10	Cedarland	C											
11	Centennial-Grandwoodlands	C											
12	Central P.S.	C											
13	Cobblestone Elementary	C											
14	Confederation (Fr Imm)	C											
15	Courtland	C											
16	Delhi	C											
17	Dufferin	C											
18	Echo Place	C											
19	Elgin Ave.	C											
20	Glen Morris	C											
21	Graham Bell	C											
22	Grandview	C											
23	Greenbrier	C											
24	Hagersville Elementary	C											
25	Houghton	C											
26	J.L. Mitchener	C											
27	James Hillier	C											
28	Jarvis	C											
29	King George	C											
30	Lakewood	C											
31	Langton	C											
32	Lansdowne-Costain	C											
33	Lynndale Heights	C											
34	Major Ballachey	C											
35	Mapleview	C											
36	Mt. Pleasant	C											
37	North Ward	C											
38	Oakland-Scotland	C											
39	Oneida Central	C											
40	Onondaga-Brant	C											

No.	Site	Sep 2020	Oct 2020	Nov 2019	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
41	Paris Central	C											
42	Port Rowan	C											
43	Prince Charles	C											
44	Princess Elizabeth	C											
45	Rainham	C											
46	River Heights	C											
47	Russell Reid	C											
48	Ryerson Heights	C											
49	Seneca Central	C											
50	St. George-German	C											
51	Teeterville P.S.	C											
52	Thompson Creek	C											
53	Walpole North	C											
54	Walsh	C											
55	Walter Gretzky Elementary School	C											
56	Waterford Public	C											
57	West Lynn	C											
58	Woodman-Cainsville	C											
Secondary Schools													
59	B.C.I. & V.S.	C											
60	Cayuga Secondary S. (CSS)	C											
61	Delhi District Secondary S. (DDSS)	C											
62	Dunnville Secondary S. (DSS)	C											
63	G.E.L.A. Brantford (Rawdon)	C											
64	G.E.L.A. - CareerLink (@TTSC)	C											
65	G.E.L.A. - Simcoe	C											
66	Hagersville S.S. (HSS)	A											
67	McKinnon Park S.S. (MPSS)	C											
68	North Park C. & V.S. (NPCVS)	C											
69	Paris District H.S. (PDHS)	C											
70	Pauline Johnson C.V.S. (PJCVS)	C											
71	Simcoe Composite School (SCS)	C											
72	Tollgate Tech. Skills Centre (TTSC)	C											
73	Valley Heights S.S. (VHSS)	C											
74	Waterford District High School (WDHS)	C											

No.	Site	Sep 2020	Oct 2020	Nov 2019	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C											
76	DDSS Turning Point -640 James St. Delhi	C											
77	HSS Turning Point - 1155 Indian Road, Mississauga	C											
78	HSS New Start - 2319 3rd Line Road, Oshweken	C											
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C											
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C											
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)	C											
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C											
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C											
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C											
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C											
86	Joseph Brant (including GELA - ESL)	C											
87	Haldimand School Support Centre	C											
88	Norfolk School Support Centre	C											
89	Head Office	C											
90	Head Office - Facility Services	C											

No.	Site	Sep 2020	Oct 2020	Nov 2019	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C											
92	Langton Bus Barn, 23 Albert St. Langton	C											
Total Sites		92	92	92	92	92	92	92	92	92	92	92	92
Total Regular Monthly Inspections Completed		91	-	-	-	-	-	-	-	-	-	-	-
Total Annual Inspections Completed		1	-	-	-	-	-	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	92	92	92	92	92	92	92	92	92	92	92

Annual JOHSC inspection completed

Monthly inspection was completed

Two inspections completed due to a missed inspection

Monthly inspection was not completed

Annual JOHSC inspection planned



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Carol Ann Sloat, Chair, Audit Committee
RE: **Audit Committee Report**
DATE: October 26, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Audit Committee Minutes (draft) September 22, 2020 as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the September 22, 2020 Audit Committee Meeting:

1. **External Audit Plan and Fee Estimates**

THAT the Audit Committee recommends to the Board the approval of the External Audit Plan and Fee Estimates be approved as presented.

Respectfully submitted,

Carol Ann Sloat, Chair
Audit Committee



MINUTES

Present: C.A. Sloat – Chair, , S. Bedi (PwC), B. Collingwood (Volunteer), D. Latta (MRR), J. Roberto (4:05 pm) (Director), B. Schell (MRR), C. Smith (Manager of Business Services), C. VanEvery-Albert (Trustee), D. Werden (Trustee), C. Woodley (Volunteer), R. Wyszynski (Superintendent), C. O’Conner (PwC)

Recording Secretary – L. Howells

Regrets: Nil

Guest: R. Collver

A - 1 Opening

(a) **Roll Call**

Roll Call was completed

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

Nil

(c) **Welcome to Open Session**

The meeting was called to order by Committee Chair, C.A. Sloat at 4:00 p.m.

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

Presented as printed.

Moved by: D. Werden

Seconded by: C. VanEvery-Albert

THAT the Agenda be approved.

Carried

B - 1 Approval of Minutes

(a) **June 23, 2020**

Presented as printed

Moved by: C. Woodley

Seconded by: B. Collingwood

THAT the Minutes of the Audit Committee Meeting, held June 23, 2020 be approved.

Carried



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

Nil

D - 1 Internal Audit

(a) Discussion of the Internal Audit Plan

R. Wyszynski referred to the PwC 2020-21 Internal Audit Plan noting this was discussed at the June 23, 2020 stating two internal audit options proposed for 2020-21: Option 1: Business Continuity/Crisis Management and Option 2 Cyber Fraud Incident Prevention and Response. R. Wyszynski requested discussion among the group if this the plan we want to continue with.

B. Collingwood asked for clarity on whether the Business Continuity Plan can be audited if it is not ready? R. Wyszynski responded that we anticipated being the disaster recovery project in the Spring of 2020, but when the COVID-19 pandemic hit, more urgent priorities took over. As such, we have not been able to write our disaster plan, but hope to at least begin some development this fall

C.A. Sloat asked with the number of students online, is cyber fraud a good item to do? C. O'Conner responded we can modify the program, however stated that Cyber Fraud is very specific where the student side is more around security and maintaining privacy. Emphasis on the online education and focusing on incident identification and response are the projects that are being undertaken that relate to privacy.

Crisis management could be another area of focus for an audit.

R. Wyszynski commented that other than tweaking the cyber fraud to online privacy, do we have the resources internally to support these.

B. Collingwood asked if there are any regulatory requirements to complete audits? R. Wyszynski responded that our plan is to complete one. C. O'Conner added the operating practice is to get one done for every board, previous to PwC, the Ministry had a funding formula and some received no internal audits but there no clear direction from the Ministry that you must, but the end state is what the Audit Committee needs.

C.A. Sloat referred to the Committee Terms of Reference wondering what happens if an audit doesn't happen. C. O'Connor added that this type of information will be taken to the southwest SBO meeting in the fall and no work will start until late October, early November which will have to be balanced against the funding available to the collective group. C.



O'Conner further added that we have some boards that are starting last year's audit now and that PwC relies on the Audit Committee to provide direction.

R Wyszynski noted that if the Internal audit plan changed, even to reduce it to zero audits, would require approval from the Audit Committee. However, we are not able to make such a decision at this time.

C. Woodley asked if we continue to do the audit and how taxing would it be on management and asked if any other boards pulled out of completing audits? C. O'Connor responded at this time, no board has pulled out, but some are considering the online cyber or do a design assignment or looking at the online delivery and the actual technology side. C. O'Conner added that the groups that would be involved are busy and need to consider their mental wellness and return to sites and that the process can also be taxing to management, as their time is required to discuss how things work. R. Wyszynski added that we need to carefully plan and decide what will be the auditable platform for later in the year.

Internal Audit Plan to be discussed further at the November meeting.

D. Werden left the meeting at 4:21 p.m.

E - 1 External Audit

(a) External Audit Plan and Fee Estimates

D. Latta referred to the External Audit Plan and Fee Estimate providing a high-level overview that covered: Audit Planning, Auditor Responsibility, Planned Scope and time of Audit, Materiality, Significant changes during the period, Internal Control, Significant Risks, Uncorrected Misstatements, Timing, Engagement Team, Audit Findings, Other Matters and Fees.

C.A. Sloat asked under the retirement and other future benefits, will we still require Use of an actuary? R. Wyszynski responded that the board has been building its liability of retirement gratuity of a number of years. Historically, this has resulted in an annual financial cost 4.6M. It is anticipated that at the end of 2020-21, the balance will be full reflected as expensed on the balance sheet and will reduce the exposure to Grand Erie's operating budget.

Moved by: B. Collingwood

Seconded by: C. VanEvery-Albert

THAT the Audit Committee recommends to the Board the approval of the External Audit Plan and Fee Estimates be approved as presented.

Carried



(b) **Audit Engagement Letter**

C.A. Sloat referred to the June 23, 2020 Millar, Rouse & Rosebrugh LLP Engagement letter providing high-level overview which provides the scope, responsibilities of the auditor, responsibilities of management, use and distribution of the report, reproduction of auditors report, preparation of the schedules, file inspections, governing legislation, dispute resolution, indemnity, fees and costs of responding to government or legal processes.

F - 1 Other Business and Emerging Issues

(a) **Multi-Year Financial Recovery Plan Update**

R. Wyszynski referred to the July 20, 2020 Ministry of Education letter noting the ministry considers Grand Erie's multi-year financial recovery plan successfully achieved.

(b) **COVID-19 Considering Education Sector Impacts**

R. Wyszynski provided a verbal report with respect to COVID-19 considering education sector impacts noting the biggest impact for Grand Erie was reopening we received \$5.7M and were topped up by \$3.2M. R. Wyszynski provided a high-level overview of where the funds will be used.

C. Woodley asked if the funds are readily available to the board? R. Wyszynski responded that it will be similar to a PPF or EPO grant, will be cost neutral and will be required to report our fulfilment. C. Woodley further asked are you able to obtain extra help to complete the reporting? R. Wyszynski responded that it would be difficult, but we can ask for extension if needed.

B. Collingwood asked if the Board has had discussion with respect teachers swapping? R. Wyszynski responded we are in discussion with PHU.

G - 1 Consent Agenda

(a) Consolidated Due Diligence Report

(b) Budget Meeting Dates

H - 1 Adjournment

Moved by: C. VanEvery-Albert

Seconded by: B. Collingwood

THAT the meeting be adjourned at 4:50 p.m.

Carried



MINUTES

Present: Jeannie Martin, Denise Martins, Joe Tice, Melissa Turner, Jeff Benner, Ann Noyes, Griffin Cobb, Pam Davis, Cathi Krueger, David Lloyd, Sherry Vansickle, Rita Collver, Mike DeGroote, Jessie Hooper, Katelyn LaForme, JoAnna Roberto, Sharon Williams

Regrets: Claudine VanEvery-Albert, Audrey Powless-Bomberry

Recorder: S. Doolittle

A - 1 **Opening**

Haudenosaunee Thanksgiving Address given by Sherri Vansickle)

Land Acknowledgement Statement given by Denise Martins

Round table introductions were made

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

Additions to Discussion items

- Orange Shirt day on the agenda under discussion items S. Vansickle

All in approval

(b) **Approval of Minutes – June 8, 2020**

- action items addressed - virtual learning
- courses, NBE - Gr. 11 English – R. Collver asked if she would like to speak on this
- action item (F1) – the delivery of hot spot devices to Six Nations students and the schools
- special transportation by Lillian Miller bussing
- only have been involved if parent requests and all is well in this department

All in approval

B - 1 **School Reports (Brantford Collegiate Institute)**

(a) **Student Voice**

Sherri shared that she emailed several students that are doing virtual learning and had not heard anything from them. One Gr. 12 student sent her a report. She is finding it challenging to keep up with schoolwork and her job but feels things are not too bad under the circumstances. Time between classes should be longer so students can go outside or to the washroom



(b) **Principals Report**

M. DeGroot

- Sent out the principal's template to committee members
- M. Turner - Do you foresee bringing back any more of the Native studies courses – based on the # of students taking them?
- M. DeGroot - Trying to find out if they are doing virtual, face to face or other. It's too late to get into virtual, so S. Vansickle has been helping them navigate the Alt Ed programs and get into the H.S.S. Hopefully quad 2 is easier.
- More students are requesting to be in school.
- J. Martin – there is a rise in the requests for the GELA continuing Ed program for students over 18 years of age
- A. Noyes – her understanding was that Native courses will be run and will go through D. Martins.
- D. Martins – The NBE-Gr. 11 English is being run. Native Language courses depend on the numbers. Specifically, Native Language courses are based on enrollments and the requests for Mohawk and Cayuga Language courses then they are given the allocation for staff. Once they meet the threshold which they have, the process is then put into place to offer these. Ojibway language is being offered at H.S.S. and is part of the Mississauga's education agreement.
- M. DeGroot – B.C.I. will be running Mohawk Language next semester taught by Mr. Doreen. Because of circumstances last semester the Language class had to be switched to NAC. The students appreciated this.
- J. Martin – It is the Indigenous Education Team's plan to work with the Language Teachers to create a blended learning model in Brightspace to be prepared if a teacher is unable to teach, an occasional teacher can continue on with the course.

C - 1 **Virtual Learning Update**

D. Martins

- As of the end of September, 3,189 elementary students and 1,162 secondary students registered for Virtual Learning
- 51 courses are being offered to secondary students online. The largest request being Math for Gr. 10 and 12 students.
- In terms of support for virtual we have had 73 requests from families for internet support.
- to-date 42 of those students or families have received or are receiving devices and internet.
- The other 31 who have not received phones but have received Board iPads or will be receiving them. These are the numbers we know based upon what has been submitted for the needs of online learners from Six Nations.
- 2nd part – Considering the challenges that have been encountered we feel that as of the end of September most secondary students are where they want to be. The H.S.S.



- Indigenous Alt. Ed. program has seen a surge in enrollment enabling them to receive different supports and to be within their community.
- The next change cycle information, based upon the days of instruction is this Friday, October 9th, when a Grand Erie Student Survey will be sent out by the principals with the support of Communications to families on whether they want to change the learning delivery model from the conventional face to face to the online learning model. The deadline for surveys is October 30th, which is two weeks in advance of the beginning of Quad 2. These two weeks are needed to build the timetable and cross enroll the students to make sure we get them programmed in both face to face and online learning. The families who complete the surveys are only those who want to change from the current delivery model, they will get an electronic receipt of their choice. This is so we can be actionable in a timely manner.
 - S. Vansickle – Because it is challenging to offer the technical support to the families can an email be sent to all of us to share with parents on how to access the courses and the information that the parents need so they won't miss the deadline.
 - D. Martins – requested that the principals send the information to the Native Education counsellors, and the Student Success teachers at C.S.S. and Tollgate and others who will be sharing this information with the families. Also, tell the parents that they can call the school.
 - K. LaForme asked if this information could be shared with New Credit as well.
 - D. Martins will share this with her.
 - K. LaForme – asked how do you check how many students are logging in or not logging in, in a week.
 - D. Martins – attendance is done every period as it is in the current full day model. If three of the four periods online are synchronized learning, when the teacher sees the students online and when the students are completing assignments or in group settings. Regular attendance is being done by our attendance counsellors in the main schools and by Pam Davis, our Indigenous Community Liaison and Attendance counsellor for Six Nations who helps with the early interventions.
 - Action - Denise will send this info. to K. LaForme.
 - D. Martins – the enrollment register from the ministry has been shared with all the secondary schools. The Administrative Memo 41 is for logged absences from school, consecutive absences from courses and consecutive absence days. The number of absences has likely increased at this point. Hopefully, Attendance counsellors and principals will be regularly checking in with families doing virtual learning and in school.

D - 1 Community Representative Selection

J. Martin

- J. Martin - In the revised Terms of Reference, a space is reserved for a community representative from Six Nations in addition to a representative from Six Nations Council and the Haudenosaunee Council. It was put forward at the last meeting by Audrey



Native Advisory Committee

Tuesday, October 6, 2020 at 1:00 p.m.

MS Teams Virtual Meeting

- Powless- Bomberry that Julia Chandlish be invited to sit as a community representative. The pros and cons were discussed, and it was decided to bring it forward to this meeting for the committee to decide. Basically, the rational was for her to sit for one year so she could get orientated as to how the secondary system works and the needs of the students in the secondary level given her role in education at Six Nations. The concern was that this would bring another person from the Six Nations council. We now have two councilors from the Six Nations council.
- It would be good to have someone who is not directly aligned with either of these councils to fulfil this community representative seat and would like to extend the invitation to the community particularly to those people who have taken part in our schools with our students. The people on the community contact list have worked with us and the students and may be the first route to look at.
 - A. Noyes – feel the best route is to have a parent voice on the committee who has had a child that has come through the system.
 - D. Martins asked if A. Noyes could suggest anyone. A. Noyes will give it some thought.
 - D. Martins – A decision needs to be made as soon as possible. Send any suggestions for community representatives presented by the committee members to J. Martin prior to the end of October.
 - Action – J. Martin and D. Martins will figure a contact point in discussion with Trustee C. VanEvery-Albert and Trustee Collver to ensure that we have a vehicle and the process to do that as we don't have anything specific in our Terms of Reference with respect to how committee members come on.
 - S. Williams asked if posting the position is an option.
 - R. Collver said they have gone to that for other committees that may have Indigenous representatives already on them. They have advertised for positions.
 - D. Martins – this may be a process we can discuss with Superintendent Thompson about how we proceed with this.
 - Action – follow-up with Superintendent Thompson as to the process and put this on the November 3rd agenda.

E - 1 Indigenous Education Team 2020-21

D. Martins

- S. Sawyer took a leave with the Elementary Teachers Provincial. The position of Indigenous Education Lead/K-12 Teacher Consultant was posted, and Joe Tice was the successful applicant.
- Joe's previous position as Indigenous Support and Engagement Teacher will be posted next week.
- The position of Indigenous Child & Youth Worker is posted, and the interviews will be in the next few weeks.



- There is a new position for one year for a Social Worker working with Indigenous Education and the Supervised Alternative Learning secondary students from COVID funding. This position closes early November.
- We have not got the ministry funding for Cultural Mentors that we had but have received permission to use unspent Board Action Plan Funds and some of this years current Board Action Plan Funds.
- There are three cultural mentor positions posted until the end of the year. These postings close on October 19th. One is for Hagersville Secondary, one for McKinnon Park and one for Tollgate and the Virtual Learning Academy. The interviews will be later in October.

F - 1 Nominal Roll Procedures

J. Martin

- There have been concerns by the Native Education counsellors regarding the process for the nominal roll recording. Right now, counsellors report the student enrollment residing at Six Nations directly to the Indigenous Service Canada portal. The concern was there is no second check of the report or affirmation if it is correct before it is sent to the external agency.
- Looking at how to revise the process it was decided to have the Native Education counsellors, or the school designate, provide the data on their enrolment of Six Nations students directly to J. Martin. J. Martin and S. Doolittle will then enter the data in the Indigenous Service Canada portal.
- M. Turner – said that they usually hear from Indigenous Service Canada regarding the nominal role by now, but she has not heard anything.
- J. Martin – there has been a delay because of an issue with the portal. We have the Powerschool report for the September 30th count so you may go ahead and start collecting the data and provide it to me, so I can compare it to the data we have at this point, so we are prepared to access the Indigenous Service Canada portal when it is running.

G - 1 Discussion Items

- S. Vansickle wanted to thank C. VanEvery-Albert and for her to thank the Board of Trustees for sticking up for the Indigenous staff and students around the recent Orange Shirt Day issue. It's important that the staff and students feel safe.
- R. Collver thanked S. Vansickle and will share this with C. VanEvery-Albert to let the Board know.
- D. Martins – want to give recognition to student trustee who sent a letter and presentation on the board website. It's important to hear the voice of the students.
- J. Martin – appreciates the stand the board took and that it is about open discussion. There is work to be done every single day and appreciates the committee for the work they do every day.



(a) **Indigenous Student Leadership Initiatives Update**

- J. Tice – The Leadership Initiative will continue virtually over the students' lunch hour. The first meeting is on October 15th. The meetings will focus on one aspect that they will decide on. They may have speakers or whatever they feel appropriate.
- B.C.I. – no longer have a staff advisor or co-staff advisor but will try to get someone.
- D. Martins – the student senate is on hold right now but it is important to encourage the Indigenous student voices especially at this time.
- J. Martin – realizes that this is challenging times for staff right now, but it is important to maintain this space and appreciates the Boards support to do this.

H - 1 **Closing**

Sharon Williams gave the Haudenosaunee closing in Cayuga.

I - 1 **Adjournment**

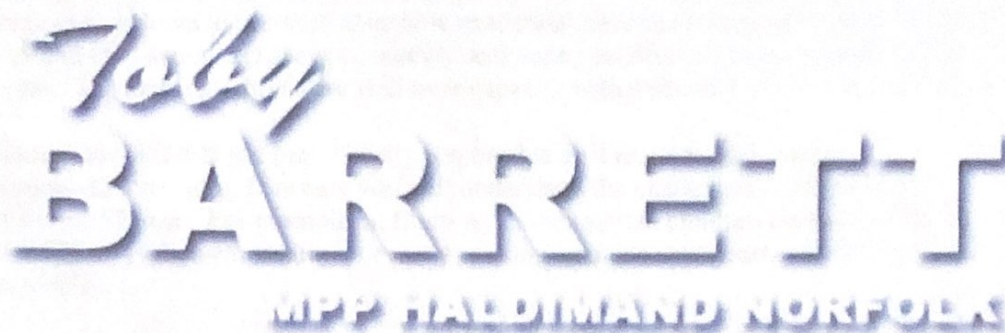
Meeting adjourned at 2:25 p.m.

J - 1 **Next Meeting**

November 3, 2020 (MS Teams)

1:00 p.m. – 3:00 p.m.

Host School: Cayuga Secondary School



October 19, 2020

The Honourable Stephen Lecce
5th Floor, 438 University Ave.
Toronto, ON M7A 2A5

Dear Minister:

I am writing today with regard to the Grand Erie District School Board's request for capital monies to build a new school in the town of Simcoe.

Elgin Ave Public School and West Lynn Public School in the town of Simcoe have served the community since 1947 and 1953 respectively. The board has indicated they could be more efficient if they operated one school according to current and future enrolment projections.

Given its location, Elgin Ave is the school the GEDSB wants to retain. Over the past several years the board has gone to much work attempting to make a renovation cost effective. While I appreciate and encourage the preservation of local architecture and heritage, the cost to renovate Elgin Ave is \$14.7 million – a new school can be built for less.

Keep in mind, in August 2017 the board received \$6.1 million from the province, which included \$1.5 million for childcare and \$524,337 for the Child and Family Program. Those monies were set aside for the Elgin Ave project.

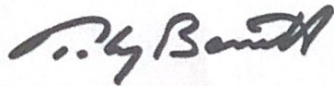
Our government set aside over \$500 million for school capital projects for 2019-2020. Last year, the GEDSB was encouraged to submit a business case to the Capital Priorities Program. The plan was submitted September 23, 2019; however, the board received no funding.

At the same time, the board also applied for two additional projects -- a new joint-use/partnership elementary school in Brantford West and a new joint-use elementary school in Caledonia to accommodate new residential development growth. Minister, the north end of Caledonia is growing quickly with many families moving into Haldimand County. The existing schools are well over capacity with some at 117 per cent enrolment.

Minister, the GEDSB has been fiscally responsible as it looks to address its accommodation issues. I am sure you will understand the challenges a school built in 1947 or 1953 pose. For example, at Elgin Ave kindergarten children are in a basement classroom as is the gymnasium. For many reasons, you can appreciate why this is not acceptable.

I feel the board has done its utmost to find savings, to look at all options and partnerships. I hope the Ministry of Education sees merit in the work they have conducted and will work with them to ensure students in my riding receive the best possible education as close to home as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Toby Barrett". The signature is fluid and cursive, with the first name "Toby" and last name "Barrett" clearly distinguishable.

Toby Barrett, MPP
Haldimand-Norfolk

cc: Grand Erie District School Board