



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
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Student Recognition
 - (i) Delegations
- B – 1 **Approval of Minutes**
- * (a) February 22, 2021 (Regular Board Meeting)
 - * (b) March 1, 2021 (Special Board Meeting)
 - * (c) March 8, 2021 (Committee of the Whole Board)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) 2020-21 Grand Erie's Student Achievement and Well-Being Plan: Success for Every Student Mid-Year Update A. Smith,
L. Thompson,
D. Martins
 - * (b) Delhi District Secondary School - Gymnasium Fundraising Update R. Wyszynski
 - * (c) Update to Student Trustee Report D. Martins/
J. Roberto
- D – 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- E – 1 **Student Trustees' Report**
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – February 8, 2021
- G – 1 **New Business**
- * (a) Major Construction Update (FT2) R. Wyszynski
 - * (b) Quarterly Budget Report (FT2) R. Wyszynski
 - * (c) Contract Award - Roof Rehabilitation at McKinnon Park Secondary School R. Wyszynski
 - * (d) Roof Rehabilitation at Echo Place School R. Wyszynski
 - * (e) Roof Rehabilitation at Pauline Johnson Collegiate and Vocational School R. Wyszynski
 - * (f) Roof Rehabilitation at River Heights School R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, March 29, 2021

MS Teams

H – 1 Other Business

- * (a) Summary of Accounts – February 2021 R. Wyszynski
- * (b) Special Education Advisory Committee (SEAC) – January 21, 2021 L. Thompson
- * (c) Native Advisory Committee (NAC) – February 11, 2021 D. Martins
- * (d) Joint Occupational Health and Safety Committee (JOHSC) – February 18, 2021 R. Wyszynski
- * (e) Indigenous Education Advisory Committee (IEAC) – February 10, 2021 D. Martins
- * (f) Grand Erie Parent Involvement Committee (GEPIC) – March 4, 2021 J. Roberto
- * (g) Student Transportation Services Brant Haldimand Norfolk (STSBHN) – February 23, 2021 R. Wyszynski

I – 1 Correspondence

- * (a) Toronto Catholic District School Board Letter G. Anderson

J - 1 Adjournment

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

Student Senate	March 25, 2021	10:30 AM	MS Teams
Chairs' Committee	March 29, 2021	5:45 PM	MS Teams
Board Meeting	March 29, 2021	7:15 PM	MS Teams
Quality Accommodation Committee	March 30, 2021	2:00 PM	MS Teams
Native Advisory Committee (NAC)	April 6, 2021	1:00 PM	MS Teams
Committee of the Whole	April 12, 2021	7:15 PM	MS Teams
Indigenous Education Advisory Committee (IEAC)	April 19, 2021	1:00 PM	MS Teams
Budget Review Meeting	April 20, 2021	5:30 PM	MS Teams
Special Education Advisory Committee (SEAC)	April 22, 2021	6:00 PM	MS Teams
Chairs' Committee	April 26, 2021	5:45 PM	MS Teams
Board Meeting	April 26, 2021	7:15 PM	MS Teams

SUCCESS for Every Student



Regular Board Meeting

Monday, February 22, 2021

MS Teams

MINUTES

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

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, A. Smith, L. Thompson, R. Wyszynski; Kimberly Newhouse (Manager of Communications and Community Relations), Recording Secretary – K. Giannini

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:31 p.m.

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

Nil

(c) **In Camera Session**

Moved by: D. Dean

Seconded by: C.A. Sloat

THAT the Board move into In Camera Session at 6:32 p.m.

Carried

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:17 p.m.

I. Doxtador-Swamp provided an opening, which was followed by the Land Acknowledgement Statement.

(e) **Memorials**

Nil

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

G. Anderson added item G-1-a – Committee of the Whole Meeting – April 2021.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Moved by: B. Doyle
Seconded by: S. Gibson
THAT the Agenda be approved.
Carried

(g) **In Camera Report**
Nil

(h) **Presentations**
Nil

(i) **Delegation**
Nil

B - 1 **Approval of Minutes**

(a) **Regular Board Meeting – January 25, 2021**
Presented as printed.

C.A. Sloat requested that the Student Trustee Report motion be amended to “receive as information”. C.A. Sloat also requested that the following statement be added to G-1-c: “Concerns were also raised about the possible effect on the kindergarten play area that was opened in 2017 and paid for by the home and school, Pride of Place and an Ontario 150 grant”.

D. Werden requested that “this is approved by the Board” be removed from page two and three of the minutes.

C.A. Sloat inquired about the Early Years plan. Do we have any idea when we may hear back regarding possible approvals of this project? R. Wyszynski advised that there were no timelines for a response. C.A. Sloat stated that this would automatically trigger Policy FT1 Major Construction Projects, as this will likely be over half of \$500,000. R. Wyszynski advised that this uses Early Years funding, so it would automatically trigger this.

Moved by: C. VanEvery-Albert
Seconded by: J. Richardson
THAT the Minutes of the Regular Board Meeting, held January 25, 2021 be approved as amended.
Carried

(b) **Special Board Meeting – February 1, 2021**
Presented as printed.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Moved by: J. Richardson

Seconded by: S. Gibson

THAT the Minutes of the Special Board Meeting, held February 1, 2021 be approved as amended.

Carried

(c) Committee of the Whole Board – February 8, 2021

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: T. Waldschmidt

THAT the Minutes of the Committee of the Whole Board Meeting, held February 8, 2021 be approved.

Carried

(d) Special Board Meeting – February 11, 2021

Presented as printed.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Minutes of the Special Board Meeting, held February 11, 2021 be approved.

Carried

D. Werden inquired whether we have an estimated time of the arrival for the devices and any timelines for deployment. R. Wyszynski advised that we have placed the order; however, we do not have a timeline for receiving these devices at this time.

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

(a) SO17 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

L. Thompson presented the new SO17 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks Policy and highlighted key amendments based on Trustee recommendations. Procedure SO115 has been reviewed and incorporated into the new policy, which comes from a lens of accommodation.

R. Collver recommended a Policy Statement that is clear and concise. It is recommended that we remove the information that is currently in the Policy Statement and include this in the Background information, and add a clear statement regarding what we believe, promote and support to the Policy Statement.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board waive By Law 9 and the necessity to circulate this policy out for comment.

Carried

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Policy SO17 – Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks as amended.

Carried

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Grand Erie District School Board rescind Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields.

Carried

D - 1 **Director's Report**

(a) **Director's Highlights:**

Black History Month at Banbury Heights:

At Banbury Heights, they wanted the students to see that Black History Month is not just about recognizing black celebrities simply for their fame or notoriety. Their focus for Black History Month was to raise awareness of the contributions of black individuals to their countries or societies so that students have a better understanding that black people have been integral and vital to making our society what it is today.

They started with daily announcements that included vignettes and poetry, and then the Grade 3 class began creating these stunning murals, beginning with Barak Obama and Rosa Parks. The students were asked to go beyond being able to identify these faces, but also to learn about how these people contributed to their societies.

Staff and students in other classes were amazed at the projects and it caught on like wildfire, with Grade 8 classes recognizing, amongst others, Viola Desmond, and Jackie Robinson, an Early Years class recognizing Dr. Martin Luther King, and a Grade 5/6 class recognizing Kobe Bryant and his community work.

The teachers have reported that the students have been very engaged in these projects and seem to have really gained a much better understanding of both these important historic figures, and the true purpose of Black History Month.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Niigaan Sinclair:

On Tuesday evening, the Grand Erie District School Board was pleased to welcome Niigaan Sinclair as a guest speaker. Niigaan shared a message of re-envisioning Indigenous Success and a path to the future by redefining measures of success for Indigenous students outside of grades and achievement and highlighted the importance of connections with community and relationships.

In total, there were 130+ participants at the live session. Niigaan permitted the recording of his message to be shared with other Grand Erie staff at future opportunities. Niigaan will continue his work with the Grand Erie DSB through future a professional learning series on cultural competency that is being coordinated through the Indigenous Education Team.

De-streaming Grade 9:

Members of the secondary and elementary Program teams attended the first Ministry information session regarding the new de-streamed gr. 9 Mathematics course that will be offered in September 2021. The Ministry identified three main goals for de-streaming:

1. Cultural shifts in schools and boards to identify and dismantle systemic discrimination and structural inequities.
2. Increased educator capacity for effective culturally responsive instruction, assessment and evaluation in de-streamed classes.
3. Increased student engagement, achievement and well-being.

Next steps for the Interdepartmental board team include:

1. Reviewing the De-Streaming Implementation Readiness Assessment Tool.
2. Gathering initial ideas and information for the development of system goals and monitoring tools to measure implementation.

Learning to Problem Solve and Express Feelings while Wearing a Mask at School - Kindergarten/Grade 1 Lesson:

A PowerPoint presentation was shared with the Trustees. Resources were created by Grand Erie Child & Youth Workers in Consultation with Piyali Bagchee, Mental Health Lead and Rebecca Malo, Early Years Consultant regarding Student Lessons Expressing Feelings & Problem Solving While Wearing a Mask at School.

Pink Shirt Day:

Pink Shirt Day, also known as Anti-Bullying Day, takes place on Wednesday, February 24, 2021. It's a day when people come together by wearing pink shirts to school or work to show their opposition to bullying. Pink Shirt Day is always supported and honoured in Grand Erie. The theme for this year is "lift each other up".



Learning and Leading Session with Nouman Ashraf:

G. Anderson inquires whether the Trustees would be interested in participating in a final/closing session with Nouman Ashraf. It is decided that the Board of Trustees will proceed with scheduling a closing session and further information regarding the date/time will follow.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of February 22, 2021 as information.

Carried

(b) Managing the Pandemic

J. Roberto advised that Grand Erie has been dealing with several positive COVID-19 cases and outbreaks within the district. We have been looking at our communication process and revisions were made to ensure information is on the website and focus is on supporting schools and Principals in this process.

Within the next week, we will have more information regarding asymptomatic targeted voluntary testing within Grand Erie. We have continued to work very closely with our coterminous Board, Vendors and the two Public Health Units.

C.A. Sloat agrees that streaming communication is a good idea. She inquired whether the Unions have been included in this conversation. J. Roberto noted that S. Sincerbox has been diligent in communicating with Unions.

R. Collver requested an update regarding Public Health Nurses in schools and how this was rolled out and how many we received. J. Roberto estimated that we received six to seven in Brant and five in Haldimand/Norfolk. This information would need to be confirmed. R. Wyszynski will look into this information and will follow-up with Trustees.

E - 1 Student Trustees' Report

I. Doxtador-Swamp presented the Student Trustee Report.

C. VanEvery-Albert stated that there are a number of ideas in this report and she is hopeful that over time we can address these items at the Board table.

R. Collver inquired about the suggestion around prior learning and assessment. She would like to see some next steps and what exploring do we need to do to incorporate this? J. Roberto advised that the report will be reviewed, and we will unpack this further with



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Superintendent D. Martins, Student Trustee I. Doxtador-Swamp and Trustee C. VanEvery-Albert regarding next steps moving forward. The suggestions are things we can do in the short-term and long-term as part of our regular practice. Within the next couple weeks, we will be meeting with I. Doxtador-Swamp and will report back at the next Board Meeting in March 2021.

Moved by: E. Dixon

Seconded by: T. Waldschmidt

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

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – February 8, 2021

As presented.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approved the recommendations from the February 8, 2021 Committee of the Whole Board Meeting.

Carried

G - 1 New Business

(a) Committee of the Whole Meeting – April 2021

G. Anderson advised that the suggestion came out of Chairs' Committee that we hold the April 2021 Committee of the Whole Meeting on Tuesday, April 6, 2021, following the Easter weekend.

R. Collver stated that we must remember that with moving the April Committee of the Whole date up by one week, we are requesting that the Director, along with the Senior Team ensure that the reports are balanced and that it's not a time-crunch for our Superintendents to get their reports to Board. There may be some variations in the April agenda, and she hopes that it is the will of the Board that they go ahead and make those changes as they see fit to accommodate those two agendas.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the change of date of the April Committee of the Whole meeting from Monday, April 16, 2021 to Tuesday, April 6, 2021.

Carried

(b) **Workforce Report**

S. Sincerbox presented the Workforce Report.

C.A. Sloat inquired about line nine regarding Secondary Teachers. Is 570 accurate or should this have been amended last time? S. Sincerbox advised that there was a drop from 570 to 554 and that was due to identifying sections to collapse in order to stay within what our funding sources were. Unfortunately, we hadn't finalized that prior to when the October 31, 2020 report was made and presented to Trustees in November 2020. What we ended up also having to do was hire 51.33 FTE into the VLA for the year. The net difference is reflected in the report, which is 19.67.

C.A. Sloat also inquired about Elementary Teachers and whether we had to add any with the VLA. This report shows no additional Elementary Teachers. S. Sincerbox advised that this is the case; however, there was one piece brought to his attention regarding the hold-back that we traditionally have and that would address any type of enrolment pressures that we have in order to come into compliance with our statutory obligations. That actually would be eight less than reflected in the report. Other than that, there has not been any additional hires. When you look at all the moving pieces this year, the hope is that we will be balanced by the next report that Trustees receive.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2021.

Carried

(c) **Count Us In! – Student Census Reports (Achievement and Suspensions)**

W. Baker presented the Student Census Report.

G. Rousell presented the Student Achievement and Student Suspensions captured by the 2018-19 Student Census.

C. Bibby presented a PowerPoint presentation regarding Equity in Grand Erie.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

S. Gibson commented that this provides a lot of hope for the Board. There is a lot of exciting work going on and she encouraged others to read Desmond Cole's book as it is really impactful, and it shows the importance that we have in the structure of education and the structure of the system to make changes.

R. Collver thanked C. Bibby for her presentation. We need to really focus on equity, learning and wellbeing as a set. This needs to be incorporated into everything that we do. What actions do we need to take in regards to building this equity plan? Should it be more than equity? Do we need to make sure that this is not a standalone? It needs to be all inclusive. How long will this take? And who are you listening to when building this plan? W. Baker advised that he conferred with one of the members of an Equity Committee and this person is a couple steps ahead of us with respect to developing an equity action plan for his Board. We are considering something similar here. We're in the early stages at this point. One of the things that they focused on and what will really resonate in Grand Erie is that they had focus groups and they wanted to make sure that all the views of marginalized and potentially marginalized groups are all represented in whatever equity plan is developed. One of the things he did was consult with a Professor at Queens, who acts as a consultant in developing Board Equity Action Plans. As we talk more about this, we're going to develop a fairly comprehensive action plan. It is important to know that it will never be done. This is an evolution and it will be ongoing. We will need to incorporate all changes.

C. VanEvery-Albert stated that she is pleased this is taking place. We all need to realize that the journey is not at its end yet. C. VanEvery-Albert requested the PowerPoint presentation. This will be shared with the Trustees.

C. A. Sloat inquired whether Trustees could be copied on the staff Newsletter. C.A. Sloat stated another thing is the climate survey which also helps with students feeling included. This is an ongoing process and there is not a lot of action from the Board in this presentation. C.A. Sloat hopes that it comes back for the Board for approval of next steps, concrete plans and timelines.

C. Bibby added that they are coming back to the Board in March 2021 to present the Equity and Inclusion Policy.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive as information "Count Us In! – Student Census Reports (Achievement and Suspensions).

Carried



(d) **Book Club**

S. Gibson provided a verbal update on the Book Club proposal. As a first step, we are asking for our Committee, Board Members and Senior Team to consider joining a Book Club and reading "Pride and Prejudice" by Jane Austen, an author from Six Nations. This book was suggested by Joe Tice who shared that it will engage readers with Haudenosaunee culture. For the initial book offering, we will invite the Board, Senior Team, IAEC, GEPIC and SEAC team members.

The Book Club will include individual reading, virtual discussion and possibly a connection with the author. It will be an opportunity for learning, sharing and showing our students and community that we are all about lifelong learning.

The book is available at Goodminds for \$15 a copy. Information regarding timelines and the process will be presented to the Board in the near future.

J. Roberto shared that we do have some additional funds in our PD and Resource funds that we will utilize to order twenty books.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

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

Carried

(e) **Window and Exterior Door Replacement at Tollgate Technological Skills Centre**

R. Wyszynski presented the Window and Exterior Door Replacement at Tollgate Technological Skills Centre report.

C.A. Sloat inquired whether this is every window and door in the building. R Wyszynski advised that it is the majority of the windows and doors. There has been a few that have already been replaced over the years. C.A. Sloat inquired whether we should be concerned about the wide range of prices. R. Wyszynski advised that some of the vendors had to buy the product from other vendors on the list. C.A. Sloat asked if there is a timeline for this project? R. Wyszynski advised that as long as it aligns with our capital plan, we would like to proceed.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the contract for the purchase and installation of windows and exterior doors at Tollgate Technological Skills Centre from Windspec Inc. in the amount of \$768,894.00 plus HST.



Carried

(f) **Multi-Year Strategic Plan Process**

J. Roberto presented the Multi-Year Strategic Plan Process and highlighted key components that were generated from the Trustee Caucus Session.

The Strategic Planning Process will include the following:

- A retired Director of Education to facilitate the process;
- ThoughtExchange to obtain feedback from stakeholders and the community;
- Strategic planning working group would participant in three half day strategic planning sessions held virtually and recorded to include opportunities to listen to the thoughts and feedback of participant stakeholders by Trustees;
- A Strategic Plan working component added to the Chair's Meeting whereby updates and information can be reviewed and then shared with the Board of Trustees. This group will work on a collaborative process and meet approximately six times in between the process and would include Chair Anderson, Vice Chair Gibson, Trustee Collver and Trustee Waldschmidt. Regular updates will be provided at the Committee of the Whole through the Chair.
- Catherine McCullough would like to meet with the Board of Trustee and Senior Team prior to these sessions.

C. VanEvery-Albert encouraged everyone to have a look at the link at the end of the report regarding ThoughtExchange.

G. Anderson expressed the importance of moving forward with the Multi-Year plan. It is critical that we have one and hopefully this can be ready for the Fall.

D. Werden expressed concern regarding using the Chairs' Committee to share information with the Board. Are we duplicating a process? D. Werden also inquired about the timing of the sessions and stated that a number of Trustees work during the day, and it would be beneficial for these sessions to occur after-hours. J. Roberto acknowledged both comments made. In regards to the Chairs' Committee concern, it might be a new piece, but it is an added value piece. Sometimes in these processes, the Director and Senior Team are putting together a plan and it is truly important to be able to work with a small group. We will ensure that we as a Board have input and discussion around decisions that are made. In regards to the time of the sessions, we will respect the Trustees' work schedules and sessions will likely take place in the evening to accommodate schedules.

G. Anderson mentioned that there is a likelihood that these sessions will be virtual due to the pandemic. J. Roberto advised that the larger sessions would be virtual at this time. We will be waiting until March to decide whether we are ready to come back to in-person meetings.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

C.A. Sloat inquired about the approximate cost and the funding sources. J. Roberto advised that they will be sole sources that we already have underway and will likely be under the threshold of \$6,000 to \$8,000. We are confident that with our Professional Development lines, we will be able to cover these costs. R. Wyszynski advised that we also do have a Business Development line that has not been used this year. C.A. Sloat expressed concerns about this coming to the Chairs' Committee instead of coming directly to the Board of Trustees. This is a Board event and the Board should be taking part in the entire process. The Chairs' Committee does not have the right to make decisions.

J. Roberto advised that at no time will the Chairs' Committee be a decision body. Information will flow through the Chairs' Committee to the Board of Trustees.

R. Collver recognized the Trustees' concerns regarding the Chairs' Committee. As part of this Committee, R. Collver made the commitment that she will not accept any information that is not presented to the Board of Trustees and that the Chairs' will not be making any decisions. R. Collver supported the Director in the fact that this is an important component in the workflow.

S. Gibson and T. Waldschmidt concur with R. Collver's commitment.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Multi-Year Strategic Plan process.

Carried

H - 1 Other Business

(a) Summary of Accounts – January 2021

R. Wyszynski presented the Summary of Accounts – January 2021 as printed.

Moved by: T. Waldschmidt

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2021 in the amount of \$ 17,879,116.28 as information.

Carried

(b) Special Education Advisory Committee Minutes – December 17, 2020

L. Thompson presented the Special Education Advisory Committee minutes as printed.



Regular Board Meeting

Monday, February 22, 2021

MS Teams

Moved by: T. Waldschmidt

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Special Education Advisory Committee minutes of December 17, 2020 as information.

Carried

(c) **Joint Occupational Health and Safety Committee – January 21, 2021**

R. Wyszynski presented the Joint Occupational Health and Safety Committee minutes as printed.

C.A. Sloat inquired about the safety audit tracking. Was this done and just not included? R. Wyszynski advised that this was completed but must have been excluded from the report. All safety inspections were completed. C.A. Sloat inquired if there will be changes to Procedure FT107. R. Wyszynski advised that we should have them available at the next Committee of the Whole meeting.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee minutes of January 21, 2021 as information.

Carried

(d) **Safe and Inclusive Schools Committee – January 21, 2021**

W. Baker presented the Safe and Inclusive Schools Committee minutes as printed.

Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Safe and Inclusive School Committee minutes of January 21, 2021 as information.

Carried

(e) **Grand Erie Parent Involvement Committee Minutes – January 14, 2021**

J. Roberto presented the Grand Erie Parent Involvement Committee minutes as printed.

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee minutes of January 14, 2021 as information.

Carried



Regular Board Meeting

Monday, February 22, 2021

MS Teams

(f) **Privacy and Information Management Minutes – February 11, 2021**

L. Munro presented the Privacy and Information Management Committee minutes as printed.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Privacy and Information Management minutes of February 11, 2021 as information

Carried

(g) **Student Transportation Services Brant Haldimand Norfolk – February 4, 2021**

R. Wyszynski presented the Student Transportation Services Brant Haldimand Norfolk Special Board Meeting minutes as printed. R. Wyszynski noted one change that should be amended in item C-1 – the date should read February 8, 2021.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Student Transportation Services Brant Haldimand Norfolk minutes of February 4, 2021 as amended.

Carried

I - 1 **Correspondence**

Nil

J - 1 **Adjournment**

Closing by I. Doxtador-Swamp

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the meeting be adjourned at 9:45 p.m.

Carried

Board Chair, G. Anderson



Special Board Meeting

Monday, March 1, 2021

MS Teams

MINUTES

Present: G. Anderson (Board Chair), R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden

Administration: J. Roberto (Director), S. Sincerbox, K. Giannini (Recorder)

Regrets:

Trustees:

Administration:

A - 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:33 p.m.

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

Nil

(c) **In Camera Session (6:30pm)**

Moved by: T. Waldschmidt

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss legal matters at 6:33p.m.

Carried

(d) **Welcome to Open Session / Land Acknowledgement Statement**

B – 1 In-Camera Report

Nil

C – 1 Adjournment

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the meeting be adjourned at 7:30 p.m.

Carried

Board Chair, G. Anderson



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

MINUTES

Present: R. Collver – Committee Chair, G. Anderson, D. Dean, E. Dixon, B. Doyle, S. Gibson J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden, A. Burtis (Student Trustee), Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), C. Kitchen (Student Trustee 2021-22), Reilly Mitchell (Student Trustee 2021-22)

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, A. Smith, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, R. Collver at 6:33p.m.

(b) Declaration of Conflict of Interest

D. Dean declared conflict of interest for in-camera item B-1-b.

(c) In Camera Session

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:33p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, R. Collver at 7:20 p.m.

(e) Agenda Additions/Deletions/Approval

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Agenda be approved.

Carried



Committee of the Whole Board Meeting

Monday, March 8, 2021
MS Teams (Virtual)

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

Nil

C - 1 Director's Report

(a) Directors Highlights

TPA - Excellence in Education Funding:

- R. Wyszynski provided an overview of Ministry funding.
- A number of years ago, it was determined that Document Management System would be beneficial to assist us in achieving our goals. We received \$80,000 worth of funding and we will be using these funds in the implementation of this system.

Budget Survey:

- R. Wyszynski provided an update regarding the Budget Survey, which is live and will be posted on our website the following morning. This is an excellent opportunity for our stakeholders to provide feedback regarding the needs in our community.

Virtual Learning 2021-2022 Parent Survey:

- A School Messenger was sent to all Grand Erie families on March 4, 2021. The survey will also be shared via social media and posted on the homepage of the Grand Erie website.
- The Grand Erie District School Board is currently canvassing families to determine interest and viability in running a Virtual Learning Academy (VLA) for the 2021-2022 school year. The completion of this survey is not a formal declaration. Complete one survey for each child in your family.
- Surveys must be completed by Friday, March 12, 2021.

GEPIK Virtual Thursday Spring Speaker Series:

- The Spring Speakers Series will be held on April 1, 8, 22 and 29 at 6:30 p.m. Topics will include:
 - Parenting in a Pandemic.
 - Indigenous Education and Reconciliation.
 - How to be an Ally for Marginalized Students.
 - Mental Health & Well-Being During COVID-19.

International Women's Day:

- International Women's Day was celebrated to recognize the social economic cultural and political achievement of women.



Committee of the Whole Board Meeting

Monday, March 8, 2021
MS Teams (Virtual)

Trustees Participating in Virtual Academy Sessions:

- We are happy to include all Trustees in Virtual Learning Academy classes or class visits upon expressed interest. Trustees are asked to connect with the Principal or Superintendent if they are interested in connecting with our students.

Committees/Guests:

- We want to ensure that all Trustees have the opportunity to attend Committee Meetings as guests. Invitations will go out to all Trustees for future Committee Meetings.

Strategic Planning:

- R. Collver advised that the Chairs' Committee met with Catherine McCullough this evening.
- Catherine will be supporting and guiding us through the process of developing our strategic plan.
- We are looking at scheduling three sessions with Trustees and Superintendents.

Proposed dates are:

- March 22, 2021 from 5:30-7:30 p.m.
- April 19, 2021 at 5:30-7:30 p.m.

C.A. Sloat inquired about why all Trustees and Superintendents were not invited to the session that took place this evening with Catherine McCullough. R. Collver advised that this meeting was to lay out the process. This meeting was just to propose dates for meetings with the Trustees.

G. Anderson stated Catherine McCullough is looking at affective practices and the idea of what strategic planning is as a whole. She is focusing on strong governance. She has also worked with multiple School Boards.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of March 8, 2021 as information.

Carried

(b) Managing the Pandemic

J. Roberto provided an update on Managing the Pandemic. We are scheduled to have a joint media release with our coterminous board. Testing will be available for staff and students. We will be providing voluntary, asymptomatic PCR testing. We hope to have an update with respect to vendors soon.



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

C.A. Sloat inquired about the status of the federal funding that was applied for. R. Wyszynski advised that 95% of projects are being approved and updates will be provided as they become available.

C.A. Sloat inquired about the free Personal Support Worker (PSW) courses that are being offered and whether this will affect us or in our September cohort. L. Munro advised that at this time, School Boards were not provided with this funding. We are working on how to obtain funding for this within our schools.

C.A. Sloat commented on an amendment to the school year calendar. D. Martins advised that the PD day for the Secondary School Calendar has been changed three to four times and the first change was made in November 2020.

D - 1 New Business – Action/Decision Item

(a) Board Approved Transportation Review

R. Wyszynski introduced P. Kuckyt to provide a summary of the Board Transportation Review report.

G. Anderson commented that this is an exceptionally detailed report.

C.A. Sloat inquired about Paris and whether there has been any further discussion with the County about making this a safe route. P. Kuckyt advised that the focus for the capital project of 2021 will be rehabilitation of pedestrian friendly infrastructure.

C. VanEvery-Albert inquired about item 2.3. Recently, there was some discussion about Six Nations students going to Cayuga and taking the express bus. This conversation was never completed. Are Six Nations students included in this report? P. Kuckyt advised that they are not included in this particular report.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2021-22 School Year.

Carried



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

D – 2 New Business – Information Items

(a) **Transportation Consortium Annual Report**

R. Wyszynski introduced P. Kuckyt to provide a summary of the STSBHN Annual Report on Transportation Services for the 2020-21 School Year.

D. Werden inquired whether Special Education students are included in the report. P. Kuckyt advised that Special Education students are not included in this particular report. D. Werden commented on wanting to ensure that we are minimizing the amount of time these students spend on buses. P. Kuckyt advised that of the 507 students, we had noted a total of 5 students in the morning and 7 students in the afternoon being over the 75-minute bus commute, which equates to 1.2% of the total population.

C.A. Sloat inquired about rider's aids and asked how many EAs are being utilized for this, as they have a longer day. P. Kuckyt advised that as of today, we have a total of 23 of our EAs riding on 20 of our buses (4 in Haldimand, 18 in Brantford and 1 in Norfolk).

C.A. Sloat asked how tracking is being achieved and whether there is any budget impact. P. Kuckyt advised that the budget impact is unknown at this time. We are not at the point right now where we can track 100% of the buses. Until we get the bus tracking tool perfected, we will not be pursuing other systems. The pandemic has highlighted a significant amount of needs within our system. One item that we have been working through is our seating plans. Being able to track exactly who was on each bus on each day would be of huge benefit in tracking student's attendance and also to be able to provide that information to our Public Health Units for contact tracing.

S. Gibson commented that this report was very informative. She mentioned that it would be beneficial to see some promotion of our active transportation. P. Kuckyt will work with the Communications Department on this.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the STSBHN Annual Report as information.

Carried

(b) **Student Trustee Selection 2021-22**

J. Roberto introduced the Student Trustees of 2021-22.

Z. Garbaty welcomed the new Student Trustees and stated that he looks forward to mentoring them through this transition process. He mentioned that he was disappointed



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

that the successful candidate of the North was determined by the drawing of straws to break the tie. He is hopeful that there will be a better process implemented in the future.

R. Collver advised that drawing of straws is our regular process.

G. Anderson thanked the current Student Trustees and welcomed the new Student Trustees. He advised that the drawing of straws is the official process outlined in the Education Act.

Moved by: D. Dean

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2021-22:

Grand Erie North: Reilly Mitchell

Grand Erie South: Carson Kitchen

Grand Erie Indigenous: Sierra Green

Carried

(c) **Information Technology Services Annual Update**

L. Munro introduced J. Ecklund to present the Information Technology Services Annual Update report.

C.A. Sloat inquired about the additional \$80,000 funding that was received by the government. We had money in last year's budget. Was that money spent or was it rolled over? J. Ecklund advised that we still have this funding available.

C.A. Sloat inquired about the new computers that the Board approved purchasing of. The items have been ordered. J. Ecklund advised that based on the terms of the Ministry, they should be delivered by the end of March 2021.

C.A. Sloat inquired about connectivity. With so much more happening virtually, has there been any major issues or is there anything we are doing to improve this? J. Ecklund advised that we are still rolling out the broadband modernization school, and we are still finalizing a lot of the elementary schools. Our deadline for this is the end of August 2021. Brantford Hydro has a contract for the final 10 elementary schools to connect.

C.A. Sloat asked about the back-up solution for M365. It was her understanding that this was part of our disaster recovery and we had talked about putting redundant servers in. Would that be part of this? Or is this on top of that? J. Ecklund advised that the disaster recovery site at the Simcoe location is mainly for all of the systems that are running at the Teacher Resource Centre (TRC). The email system and Office 365/M365 is in the Cloud, which is not



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

something that we host. Some Boards are starting to back-up the Cloud and bring them to another position in the Cloud. This is in the event of a cyber-attack.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

Carried

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

(a) F7 Disclosure of Wrongdoing

R. Wyszynski presented F7 Disclosure of Wrongdoing, which will be circulated to appropriate stakeholders for comments to be received by April 30, 2021.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Policy F7 Disclosure of Wrongdoing to all appropriate stakeholders for comments to be received by April 30, 2021.

Carried

(b) SO24 Copyright – Fair Dealing Guidelines

A. Smith presented SO24 Copyright – Fair Dealing Guidelines. In addition to these amendments, “School locations” will be replaced with “Board locations”.

C.A. Sloat inquired about when someone has determined that the limits have been breached. If you get a report, what is your responsibility?

A. Smith advised that any of these examples are stakeholders that may have a concern. The process would be based on all of the relevant information that came forward. The school would always be the first point of contact. A. Smith contacted the Ontario School’s Copyright Officer, and she was informed that the primary responsibility of School Boards is to educate staff using resources provided. It was also indicated that Boards are by in large compliant. The number of incidents reported is significantly low.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy SO24 Copyright – Fair Dealing Guidelines as amended.

Carried



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

(c) **SO14 – Equity and Inclusive Education**

W. Baker presented SO14 Equity and Inclusive Education, which will be forwarded to appropriate stakeholders for comments to be received by April 30, 2021.

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Policy SO14 Equity and Inclusive Education to all appropriate stakeholders for comments to be received by April 30, 2021.

Carried

E – 2 **Procedure Consideration – Information Items**

(a) **F101 Hospitality and Food Expenses**

R. Wyszynski presented F101 Hospitality and Food Expenses as printed.

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure F101 Hospitality and Food Expenses as information.

Carried

(b) **P102 Procedures for Experiential Learning Programs**

R. Wyszynski presented P102 Procedures for Experiential Learning Programs as printed.

C.A. Sloat inquired about the storage of reports for six years on paper. Is this a Ministry requirement?

D. Martins advised that the paper copies are required for audit purposes and electronic copies are not acceptable at this point in time.

C.A. Sloat commented about the possibility of paying restitution. Some parents sign all the forms and it is very labour intensive. Why do we not have an indication that is saying you are representing the Board and you are responsible if you have a lapse in judgement?

Hopefully these conversations are being had with students and they are aware that they are liable.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive Procedure P102 Procedures for Experiential Learning Programs as information.

Carried



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

(c) **FT107 Asbestos**

R. Wyszynski advised that had a recent meeting with the Ministry of Labour where they stated that our Procedure could be strengthened by incorporated the notice of project. We look to waive the Bylaw that would prevent this from circulating at this time.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating Procedure FT107 Asbestos to all appropriate stakeholders for comments.

Carried

Moved by: J. Richardson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.

Carried

(d) **HR110 Hiring Procedures**

S. Sincerbox provided a verbal update on HR110 Hiring Procedures. The recent release of PPM165 identifies how Boards are to put into place their hiring policies and procedures. Part of that is consultations with stakeholders, which we are in the process of starting to do. A status update will be provided at the end of the month.

D. Werden inquired about whether we will have this for Board approval at the end of the month.

S. Sincerbox advised that this will not be brought to the Board for approval.

C.A. Sloat inquired whether this will be circulated for comment again.

S. Sincerbox advised that we will be looking at all hiring, and it is our hope to get this out as quickly as possible. We will see how the consultations go and will decide whether this needs to be circulated for comments.

F - 1 **Other Business**

(a) **OPSBA Report**

D. Werden circulated a summary of the last OPSBA meeting to Trustees.



Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams (Virtual)

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

G - 1 Correspondence

Nil

H - 1 In-Camera Session

Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board move back in-camera.

Carried

I - 1 Adjournment

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the meeting be adjourned at 9:51p.m.

Carried

Committee of the Whole Board Chair, R. Collver



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Education
April Smith, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **2020-21 Grand Erie Student Achievement Plan: Success for Every Student – Mid-Year Update**

DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.

Background

At the October 26, 2020 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are and shares the ongoing progress with Executive Council. The current Student Achievement Plan can be found on the Grand Erie website under the Board tab or by following the link below.

[Student Achievement Plan 2020-21](#)

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

Multi-Year Plan Goals:

- 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

Additional Information

As a result of school closures, all EQAO provincial assessment were cancelled in 2019-2020. Last year, professional learning for educators was affected by an occasional teacher shortage, and various phases of labour action. In September, system staff were temporarily assigned to support the opening of the Virtual Learning Academy. Placements ranged from one to three weeks. Currently system staff continue to support schools to cover daily absences.

ELEMENTARY PROGRAM

Numeracy Overview

Results from the last provincial EQAO assessment in 2018-19 indicated that Mathematics in the primary and junior division continue to be a significant area of need. Specifically, our students continue to need more opportunities and experiences to develop reasoning skills by being provided math tasks and conversations that highlight the use of mathematical thinking

strategies and the use of a variety of tools and models to solve problems. Therefore, our system learning goal is to continue to build our capacity as educators by deepening our understanding of Number and Operational Sense to recognize, respond to, and develop these thinking strategies in all learners.

To support the Board goal, elementary Program staff attended virtual Ministry webinar sessions to deepen their understanding of the revised Mathematics curriculum. They have reviewed *Long Range plans* and *Scope and Sequence* resources created by Ministry and other Ontario school boards to inform the creation of a Grand Erie Grade 1-8 long range framework that will be launched in 2021. Support materials for classroom educators and administrators are being developed for the implementation.

How are we doing?

Support for Elementary Educators:

All elementary schools were assigned a Teacher Consultant and/or Math Facilitator and in the 2020-21 school year professional learning in numeracy has been offered in various formats:

- Teacher consultant/Math facilitator have provided in-class support to educators when possible,
- Virtual drop-in office hours for individualized responsive support offered to educators before, after and during the Instructional day,
- “Just-in-time” professional learning delivered on a variety of topics related to instruction and assessment housed in the Virtual Learning Environment (PLE),
- Grade-specific and topic-focused after-school workshops (face to face and virtual) delivered such as “Planning for Instruction and Assessment with the new Math Curriculum”, “Number Talks for Kindergarten” and “Mathematical Modelling”.
- Professional Learning and resources delivered for teachers to support their implementation and focused use of digital tools (Knowledge Hook and Zorbits) which are designed to develop students’ mathematical understanding and to provide diagnostic data to educators to help identify next steps for differentiated instruction.

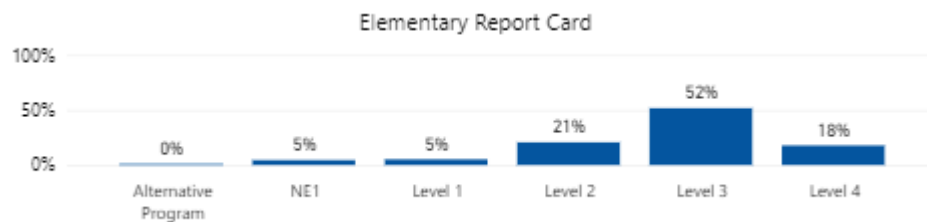
Support for Elementary Administrators:

In 2020-21, virtual monthly professional learning opportunities are being offered to elementary Administrators to enhance their knowledge of the 2020 Mathematics Curriculum Documents and related digital resources. These sessions are intended to enhance Administrator’s content knowledge and facilitation skills required for effective instructional leadership of professional learning during monthly staff meetings and for monitoring and measuring staff and student learning. Teacher Consultants and Facilitators are also available to help support Administrators plan and deliver professional learning at monthly staff meetings as requested.

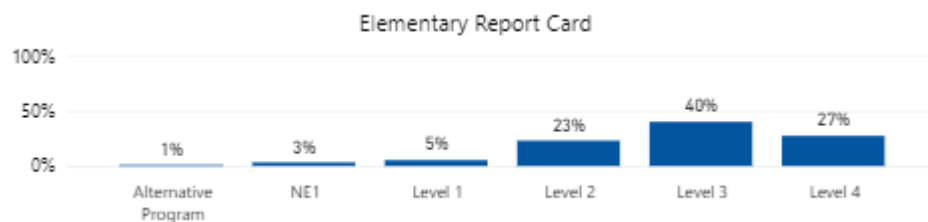
Support for the Virtual Learning Academy

This year, the Virtual Learning Academy (VLA) was created in response to meeting our families’ needs during this pandemic. Professional learning workshops have been offered to educators teaching in the VLA. These workshops include: “Virtual Number Talks,” “Using SMART Learning Suite to support mathematics learning” (in partnership with Ed Tech staff) and “Introducing Mathology, a digital comprehensive math program for Grade 1-3” (in partnership with Pearson)

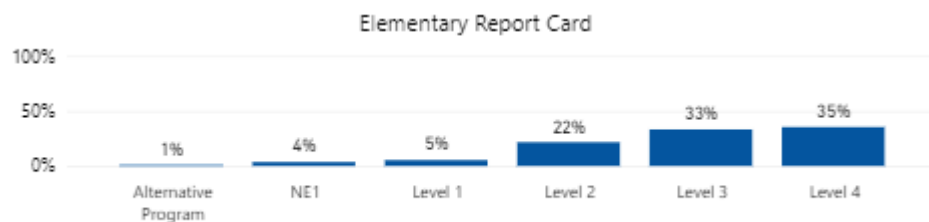
Term One Report Card Results



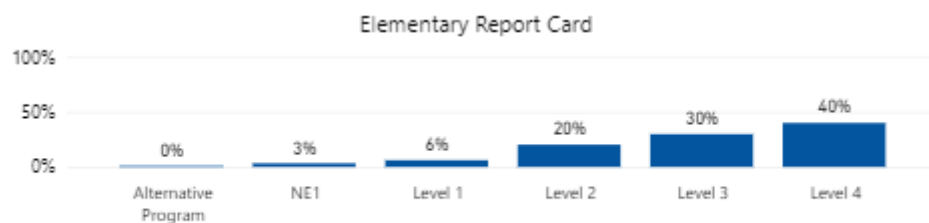
Grade 6 Results



Grade 7 Results



Grade 8 Results



How are we doing?

- In the last reporting period, educators reported that 70 % of Grade 3 students were achieving at Level 3 or higher, 67% of Grade 6 students were achieving at Level 3 or higher, 68% of Grade 7 students were achieving at Level 3 or higher and 70% of Grade 8 students were achieving at Level 3 or higher
- Elementary teachers are engaged in a variety of differentiated professional learning opportunities focused on assessment and instruction grounded in the new Mathematics curriculum
- Principals are receiving professional development related to implementation of effective mathematics pedagogy and relaying this information and resources to their staff teams

Next Steps:

- Further refine the Grand Erie long range mathematics framework and accompanying resources to prepare for system launch in May-June 2021
- Identify professional learning needs for educators and administrators related to implementation of the new mathematics curriculum and develop a responsive professional learning plan using a variety of formats and delivery platforms
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners' and responding to their individual learning needs

Literacy Overview

The focus of system support has continued to be on the BIPSAW goal to increase staff understanding of effective instruction and assessment in literacy. System staff are collaborating to revise and update the *Grand Erie Literacy Profile*, which outlines evidence-based, effective instruction and assessment practices necessary for developing student literacy skills. System staff have created and continue to build the elementary program Literacy Professional Learning Environment (PLE). All professional learning sessions are recorded and added to the PLE so that all educators and administrators have access to the learning being offered.

In 2020-21 professional learning is focused on board assessments (Benchmark Assessment System, GB+, Steps to English Language Proficiency-STEP), new digital resources (Literacy Pro Library, Je Lis, Je Lis, Big Idea, Echo Pros) and the effective use of technology to plan, instruct and assess student learning.

In the 2020-21 school year, professional learning in literacy has been offered in various formats:

- Teacher consultant/Math facilitator have provided in-class support to educators when possible,
- After school virtual workshops delivered on a variety of professional learning topics related to reading assessment and instruction
- Program staff have facilitated collaborative pilot projects focused on assessment for learning strategies with small groups of educators from across the district
- The virtual Elementary Professional Learning Environment including FSL K-12, ELL K-12, Kindergarten and Literacy resources has been developed to meet the learning needs of elementary educators pertaining to literacy programming.

Support for Early Years Educators

After school workshops have been delivered on effective planning and instructional practices for educators new to Kindergarten, Literacy Pro Library, and Taking Literacy Outdoors. Workshops were developed for NTIP Kindergarten educators on assessment, provocations and outdoor education. Additional workshops were facilitated for Kindergarten educators in the Virtual Learning Academy on instructing and assessing using pedagogical documentation in a virtual environment.

A pilot project was initiated to increase educator capacity in the use of digital devices to support evidence-based pedagogical approaches in the Kindergarten program. Six educator teams are participating in a thirteen session after school learning series. Educators integrate the skills explored at the learning sessions to capture student learning in their classrooms and deepen their understanding of how to use classroom video evidence to inform next steps for instruction. This project is being delivered in collaboration with Ed. Tech and Apple Education.

Responsive support for Kindergarten educators and administrators based on individual needs has been offered through virtual Office Hours and drop-in sessions, as well as individualized support for educators through email, phone, and virtual MS Team calls. Regular support is provided to new

Kindergarten educators and those teaching in the Virtual Learning Academy. Support has also been provided for remote learning through a Kindergarten addendum to the remote readiness checklist and a list of resources for virtual learning.

The Kindergarten Professional Learning Environment has been developed, released to the system, and continues to be expanded. All professional learning sessions are recorded and added to the PLE so that all educators and administrators have access to the learning being offered. Links are also provided to board and ministry support documents.

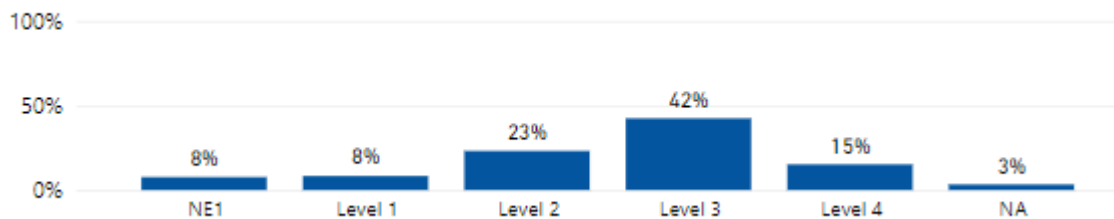
Support for Primary/Junior Educators

After school virtual sessions exploring the effective use of the Benchmark Assessment System have been developed for primary and junior teachers. Additional professional learning sessions delivered this year include: *"Assessing Student Reading using Digital Resources"* and *"How to effectively incorporate the digital resource Literacy Pro Library into a comprehensive Literacy Program."* These learning opportunities have assisted elementary educators to develop strategies to gain a precise understanding of students' individual learning strengths needed to inform responsive instruction. NTIP teachers have also had the opportunity to attend professional learning focusing on implementing a comprehensive literacy program in an elementary classroom.

Grade 3

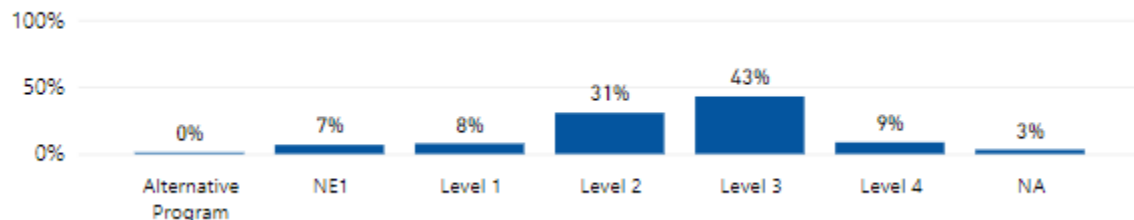
Reading

Elementary Report Card

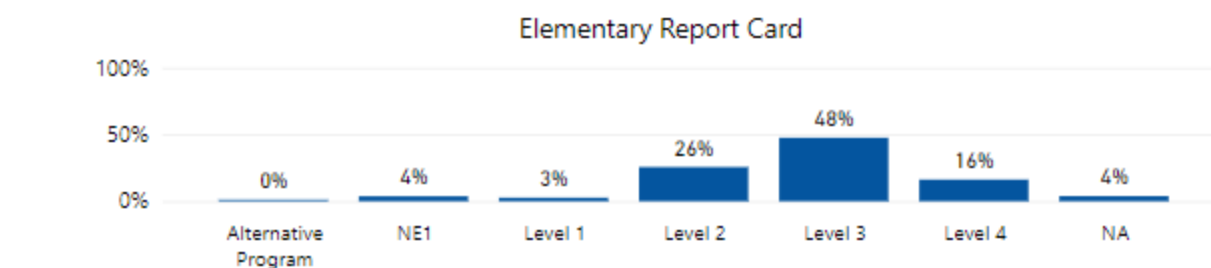
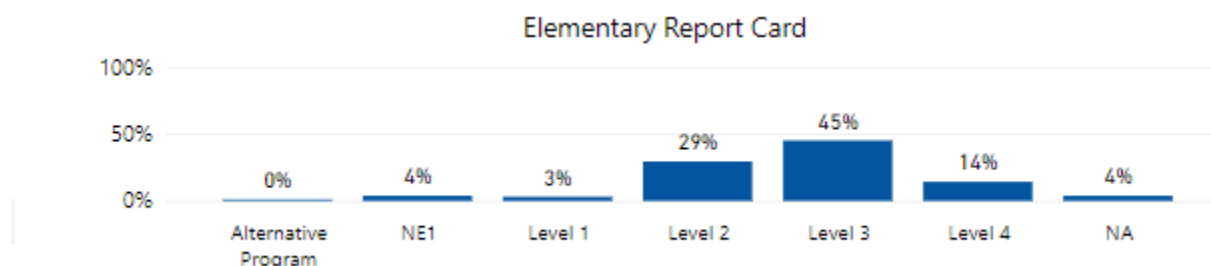


Writing

Elementary Report Card



Grade 6

Reading*Writing*Support for FSL - French as a Second Language Educators

A variety of professional development workshops have been offered to address the diverse needs of both Core and Immersion FSL teachers in Grand Erie. In September, a session was offered to Core French teachers for connecting the new Mathematics 2020 Curriculum to the Core FSL classroom, with a focus on high impact strategies and Core French financial literacy curriculum connections. After school workshops were offered to Core French teachers for the *Échos Pro* digital resource, with a focus on instructional strategies, as well as on Provocations to Inspire Conversation in the Core French classroom, to promote authentic oral interaction in French. Two after school workshops were offered to French Immersion teachers for the *GB+* system standard reading assessment, with new supplementary kits given to participants. Another after school FI workshop was offered for the digital resource of leveled readers, *Je lis, je lis*, with a focus on assessment to inform instruction and guide student progress. Two digital/paper resources to support comprehensive literacy and global citizenship were renewed for FI junior and intermediate students: *Nos Nouvelles* and *Le Monde en marche*.

Multi-session projects have also been offered to teachers. There are currently 14 Core French teachers (11 elementary and 3 secondary) participating in a 16-week cross-panel project using iPads to document student learning. This project is in collaboration with Ed. Tech and Apple Education. Teachers have received one iPad each (for classroom use of student-led documentation of learning), as well as the resource, *Assessment in Action: A CEFR-based Toolkit for FSL Teachers*. In March, five intermediate French Immersion teachers will be invited to participate in a "Book Club" promoting student and educator wellbeing. Participants will receive a copy of the professional resource *Le bien-être à l'école*, a gratitude journal, and other resources to support student engagement and inquiry in intermediate FI. This project is facilitated by a grant from OPSBA for teacher retention.

The FSL K-12 Professional Learning Environment (PLE) on Brightspace has been developed to provide FSL information, updates, and resources to educators and administrators in Grand Erie. As well, professional development sessions are subsequently uploaded and housed in the PLE for self-paced professional learning. Ten teachers are also currently pursuing self-directed professional development in the form of subsidized FSL Additional Qualification courses.

Responsive support for teachers on an individual needs basis has been offered through virtual Office Hour and drop-in sessions, as well as individualized support through email, phone, and virtual MS Team calls. Regular support has been given to new and/or unqualified FSL teachers.

Support for Educators with English Language Learners, ESL/ELD :

The Grand Erie District School board has 1,751 multilingual learners for which 1,328 students are in Elementary.

ELEMENTARY

Geographical Location	Total Number of ELLs	Most Prevalent LI
Brantford	521	Punjabi
Brant	27	Punjabi
Haldimand	58	Urdu
Norfolk	280	Low German
VLA	442	Punjabi

The ESL/ELD Model of Support

Based on best practice as outlined in *English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools (K to 12)*, the Grand Erie District School Board subscribes to an integrated support model. System support is provided in accordance with the student's Steps to English Proficiency (STEP) level as follows:

- For multilingual learners on the STEP OLLB Continua and the STEP OLB Continua (STEPs 1 & 2): Support for these students is provided through practices of co-planning, co-teaching, and co-reflection where best practice ELL strategies are modeled and gradually released to the classroom teacher. Priority for support is given to this group of educators.
- For multilingual learners on the STEP OLB Continua (STEPs 3 to 6): Support for these students is provide through practices of collaboration and consultation with the classroom teacher. System staff have created and continue to build the ELL Professional Learning Environment which includes instructional video tutorials, self-paced professional learning, and access to resources for both Elementary and Secondary educators. Ongoing professional development is delivered to school staff at the focus school locations. Two professional workshops, Programming for English Language Learners: Essential Understandings and Beginnings, have been delivered and multiple initiatives have been implemented to develop the ESL/ELD portfolio, including a Pilot Project at Ryerson Heights.

Support for Elementary Educators:

The Elementary Program team has six *Itinerant Teachers for English Language Learners (ELLs)*, each assigned to a school of focus: Ryerson Heights, Walter Gretzky, Echo, Caledonia, Houghton, and the Virtual Learning Academy. Across their assigned schools, each *Itinerant Teacher* supports a range of 32 to 55 classroom teachers with ELD and/or STEP 1 & 2 students. Weekly schedules of support ensure that schools have ongoing access to system support.

How are we doing?

- In the last reporting period, educators reported that in reading 57 % of grade 3 students were achieving at Level 3 or higher and in writing 52% of grade students were achieving at Level 3 or higher
- In the last reporting period, educators reported that in reading 64% of grade 6 students were achieving at Level 3 or higher and in writing 59% of grade 6 students were achieving at Level 3 or higher
- Elementary teachers are engaged in a variety of differentiated professional learning opportunities focused on assessment and instruction ground in the new Mathematics curriculum
- Principals are receiving professional development related to implementation of effective mathematics pedagogy and relaying this information and resources to their staff teams

Next Steps:

- Continue to refine the Literacy Profile for elementary classrooms and develop a responsive professional learning plan to support effective implementation
- Identify key learnings from the Early Years pilot project focusing on using digital evidence to inform instruction. Use data gathered from educators and facilitators to support future professional learning plan development.
- Review the ELL/ESL model of support to identify areas for growth and enhancement of supports for students and educators
- Further develop support for FSL teachers to support their learning in student engagement and assessment practices
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners' and responding to their individual learning needs

SECONDARY PROGRAM

Improving Student Performance in Math

A Secondary Math Facilitator directly supports the four Ministry identified secondary school math teams requiring intensive support. This occurs on a weekly basis. The four identified schools are Brantford CIVS, Dunnville SS, Hagersville SS and Waterford DHS. The team is comprised of a principal as lead learner and MFM1P teacher(s). The focus of the work is to engage students in mathematics class. Engagement was improved through the use of the three-act math lesson and establishing relationships between different mathematical representations. Staff now better understand the progression of mathematics learning, how to identify where students are on the continuum, and how to support them in moving through the progression. Developing an understanding of where a student is on the learning continuum allows teachers to make a more informed decision on the next steps that will best support the student's learning. The focus on the learning continuum also supports staff discussion and learning around differentiated instruction (DI). The goal for students is to have them become more confident having math conversations and supporting their own thinking. Knowing where students are on the continuum allows staff to challenge them to experiment with more advanced levels. The Secondary Math Facilitator and MFM1P teacher help students increase their confidence in math, especially in the areas of Proportional and Algebraic Reasoning.

The Secondary Math Facilitator works with MFM1P teachers to increase the use of observations, conversations, and products in assessing students' strengths and needs; teachers were provided opportunities to try different instructional strategies including the use of models and multiple representations. Teachers learned multiple ways to track different forms of assessment, focused on three-act math lessons, and learned how to support students' critical thinking and reasoning mathematically. The Secondary Math Facilitator supported all other schools upon request.

How are we doing?

- Grand Erie's semester one pass rate in MFM1P was 87% for all students. The intensive support schools had a pass rate of 90%.
- Grand Erie's semester one levels of achievement for MFM1P included 44% of all students at level 3 or level 4. The intensive support schools had 56% of students at level 3 or level 4.
- The two intensive support schools used a pre-assessment that focused on linear relations and number sense in order to establish a baseline of where students were on the learning progression and identify skill gaps for individual students. Due to COVID protocols, adaptations in the delivery of the pre-assessment were made and included observations and conversations with students.
- There was continued refinement of instructional strategies by school math learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning. Math teams continued the use of engagement strategies (e.g. notice and wonder, three-act math lesson) to improve student confidence in mathematics and used varied assessment strategies to capture student learning and inform instructional decision making. Data talks and minds-on activities were used to engage students and make connections to numeracy in multiple subjects.
- According to the secondary principal survey, schools appreciated having the Secondary Math Facilitator's perspective when co-planning lessons and choosing appropriate assessment strategies. Principals would like to see more conversations between the Secondary Math Facilitator and the MFM1P teachers to deepen teachers' understanding of student learning on the math continuum and to further move student progression towards level 3/4.

How will we get there?

- COVID protocols have disrupted some of the instructional strategies that were being used to increase student engagement- and support thinking. With the support of the Secondary Math Facilitator, educators are exploring how to modify these instructional strategies so that observations and conversations with and between students continue to inform the instruction and learning that happens in classrooms.
- Through co-planning, co-teaching and co-reflecting opportunities in MFM1P, secondary mathematics teachers are supporting all students with instructional strategies for success in mathematics.
- Increased focus on staff understanding of the mathematics continuum, identifying where students are at, and the thinking strategies and tools students need to move along the progression. As well, the focus also supports instruction and is aligned with student well-being and self-efficacy in mathematics.

Next Steps:

- Our next step is to increase the opportunity for student voice as an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice.
- Planning for the implementation of De-streamed Grade 9 Mathematics in September is in the early stages. Math will be used as the vehicle to reduce systemic barriers, improve outcomes for marginalized students and ensure equity and inclusion for all students.
- This year, EQAO moved the Grade 9 assessment to an online field test. Grand Erie was not able to participate in Quad 1 or Quad 2 due to the lockdown and timing for the release of the assessment. The Secondary Math Facilitator will support schools in Quad 3 and Quad 4 in preparing for the new online assessment. Participation in the field test will inform professional development plans for next year.

Literacy Support Plan

A cross-curricular literacy pre-assessment was distributed to all secondary schools. The pre-assessment identified reading and writing skill gaps across the different curriculum areas and supported individual teachers with strategies to close identified literacy gaps. The pre-assessment will also support staff and students in preparation for the online OSSLT field test. The Student Success team continues to focus on culturally responsive pedagogy, DI, and the triangulation of assessment data when working with staff.

The move to blended and remote learning due to COVID-19 has provided the opportunity to build teachers' and students' digital literacy skills. Professional development and other resources have focused on building teacher comfort level with ministry and board supported platforms and resources, learning more about what each resource/ tool has to offer, and making appropriate choices based on the needs of their students.

How are we doing?

- Students are making cross-curricular connections with information and ideas in reading and personal experiences.
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy.
- Increased use of DI and triangulation of data.

How will we get there?

- The Student Success Team is providing differentiated professional development to all secondary schools based on needs identified by department heads and principals.
- The OSSLT field test will inform professional development plans and digital literacy supports for the next school year.

Support for Educators with English Language Learners, ESL/ELD :

The Grand Erie District School board has 1,751 multilingual learners for which 423 are in Secondary.

SECONDARY

Geographical Location	Total Number of ELLs	Most Prevalent L1
Brantford	193	Punjabi
Brant	20	English
Haldimand	51	Cayuga
Norfolk	159	Low German

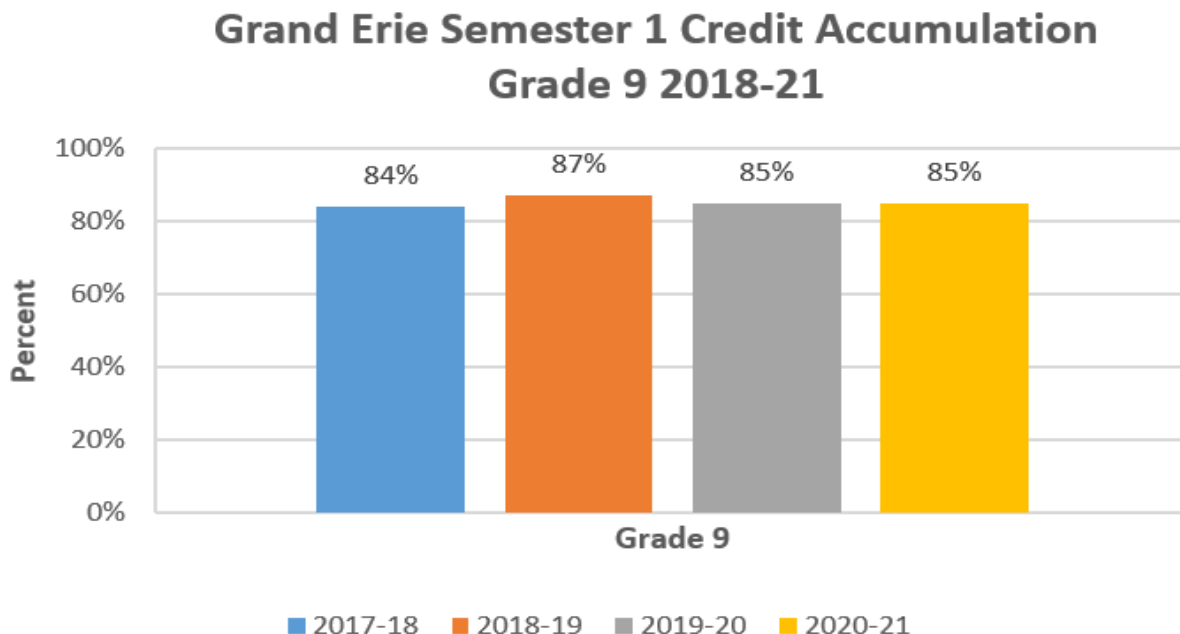
Support for Secondary Educators:

One *ESL/ELD Teacher Consultant* supports all secondary teachers with multilingual learners across 13 secondary schools. At the educator's request, the *ESL/ELD Teacher Consultant* provides consultative and collaborative support so the multilingual learner may access the content of the Ontario curriculum.

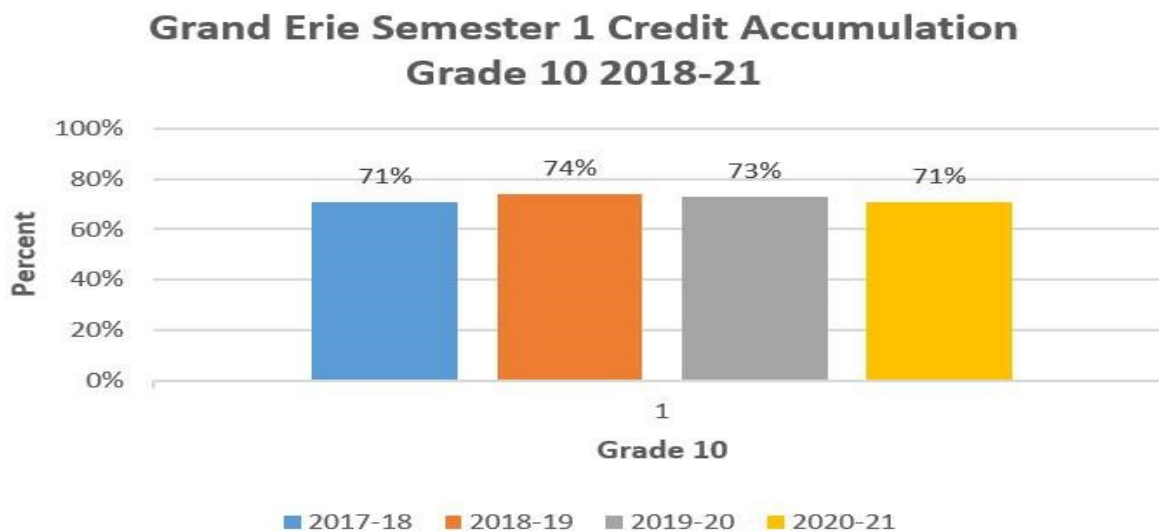
Credit Accumulation

A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in Grade 9 and 12/12 credit accumulation in Grade 10 occurs at the system and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.

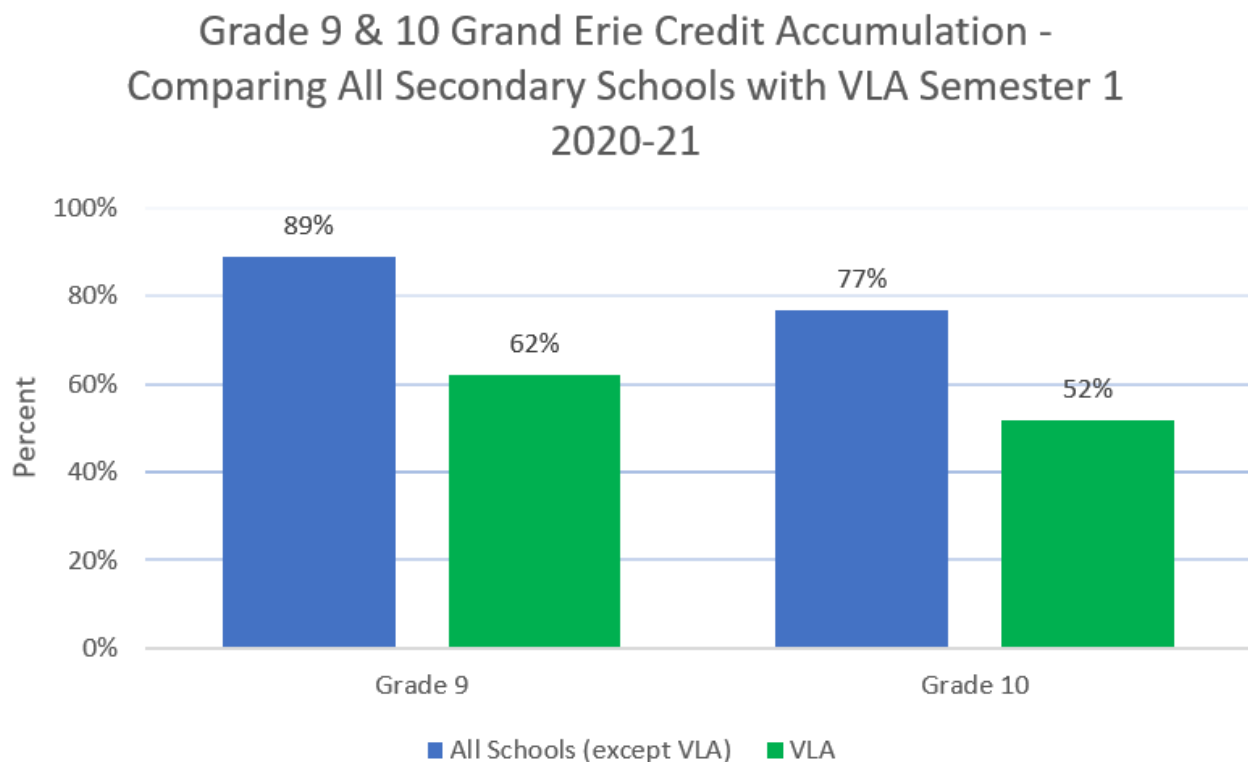


The bar graph above illustrates credit accumulation for Grade 9 (4/4) from 2018 to 2021.



The bar graph above illustrates credit accumulation for Grade 10 (12/12) from 2018 to 2021.

The 2020-21 data includes data from fifteen secondary schools with the creation of Grand Erie's Virtual Learning Academy (VLA). The following graph compares the Semester 1 credit accumulation data of the fourteen previously existing secondary schools to the newly created VLA.



The bar graph above illustrates credit accumulation for Grade 9 (4/4) and Grade 10 (12/12) for semester one 2020-21.

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) with a focus on literacy and numeracy is offered to every elementary and secondary school and complements targeted mathematic and literacy support plans. These sessions have been postponed due to COVID.

The focus this year has been to support and target the needs of Grade 7 and 8 teachers. In the fall, the intermediate teachers were surveyed to identify their most urgent needs and wants for professional development. Through the survey, the intermediate teachers also identified that after school sessions were preferred.

The survey findings indicated that intermediate teachers wanted support with:

- The Ontario Curriculum – Mathematics 2020;
- myBlueprint;
- intermediate digital resources;
- remote/virtual digital resources; and
- navigating Grand Erie's VLE (Virtual Learning Environment).

After school 'Office Hour Sessions' were facilitated to allow for discussion on focused topics. Student Success collaborated with other central teams, such as Ed Tech and Elementary Program, to deliver the sessions.

How are we doing?

- Student Success continues to further develop the Intermediate Professional Learning Environment (PLE) in Brightspace by D2L to further support intermediate teachers in response to feedback through surveys, office hour discussions and the professional development sessions.
- Opportunities for teachers to share a continuum of instruction across the intermediate panel.
- Continue to work with Six Nations and Mississaugas of the Credit intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools.

How will we get there?

- Intermediate teachers will have opportunities to collaborate and learn about areas directly impacting the learning in their classrooms.
- Student Success will continue to collect teacher voice through surveys to inform the development of future professional learning opportunities.
- Student Success team members modeled the delivery of DI and incorporated the triangulation of assessment data in their professional development sessions.
- Additional professional learning to provide opportunities for further collaboration was offered to all.

School Support Visits

As a team, Student Success has aligned its work with the IBM audit from 2018-19 across all the portfolios. We continue to build upon culturally responsive classrooms and support principals and teachers with DI and the triangulation of data to meet students' needs. In November, the Principal Lead and Program Coordinator met with all principals to share school data and review the strategic alignment with the Grand Erie Student Achievement Plan.

The Student Success team offered to attend schools in person or through Microsoft Teams to facilitate ongoing professional development with school staffs. Many of the sessions were slated to begin in January/February and some schools decided to delay the sessions until we returned to face-to-face learning. Large group sessions could not occur this semester and support has been with individual schools as requested. The Student Success team has offered small scale support as requested and we plan to build on our work next year.

SPECIAL EDUCATION

The focus is on the continued implementation of the renewed model in special education. Practices to support educator understanding of effective differentiated instruction and assessment for students with special education needs in both the face-to-face and virtual learning formats are of focus. Students will be supported to develop their understanding of effective strategies to support their social-emotional well-being and how to use them.

How will we know?

Educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

How are we doing?

School level: Evidence of continued implementation of Tier 1 Interventions and classroom-based strategies before accessing outside supports.

Strategies to support Reading - Lexia

Lexia is an online reading intervention program available in both the elementary and secondary panels. In the elementary panel, Lexia has been provided to struggling readers in grades 2 to 6, and to some students with learning disabilities who have Special Equipment Amount (SEA) assistive technology in grades 7 and 8. In the secondary panel, Lexia has been provided to select secondary schools and used in self-contained Vocational and Bridge programs. Lexia is able to be provided in both face-to-face and virtual learning environments.

October 2020

90% of students with assigned licenses working below grade level
8% of students with assigned licenses working at grade level
2% of students with assigned licenses working above grade level
2964 certificates issued after mastery of a unit

February 2021

84% below grade level
13% at grade level
3% above grade level

Strategies to support the delivery of Alternative Curriculum - TeachTown

This is the first year Grand Erie has made TeachTown Basics available for use in the elementary panel. TeachTown offers a blend of computer-delivered and teacher-led Applied Behaviour Analysis (ABA) instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. TeachTown automatically adapts based on each individual's progress providing meaningful instruction to all students. Student data is recorded, analyzed and organized into reports which provides classroom teachers with an effective method to monitor progress. TeachTown lessons are aligned to Individual Education Plan (IEP) goals for those students accessing alternative curriculum. TeachTown has been used primarily in Life Skills and Intensive Support – Autism Spectrum Disorder (ASD) classrooms in the elementary panel. There are also a few students working on Alternative Programs in the regular classroom and in the Virtual Learning Academy (VLA) using TeachTown.

Preliminary data:

96 active students and 73 active facilitators
Over 515 total hours spent working on the program
Over 700 passed /mastered lessons
Average minutes per student session 8:58 (goal is 15 minutes)

Strategies to support Student Safety

Behaviour Counsellor Voice: Overall schools are striving to have some Tier 1 interventions in place before bringing the student to resource team. Often when entering the classroom for the first time to start a referral there needs to be some tweaking of those Tier 1 interventions, but overall most of the work is in Tier 2 now. Initial or continued data collection is a goal still in progress. Continued review of Tier 1 interventions with school staff may be a good idea in order to support the fidelity of implementation of specific Tier 1 strategies.

Access to the Learning Resource Teacher (LRT)

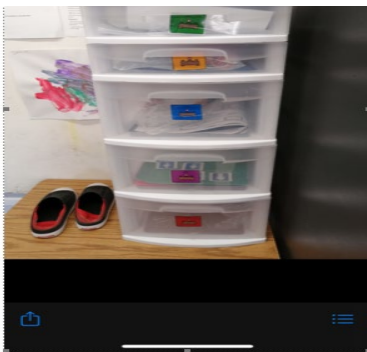
Elementary School: This school is using a posted whiteboard to support communication between the LRT and classroom staff. Because it is on a whiteboard, it can be changed based on staff or student need. It provides a visual, so classroom staff know when the LRT has time to support in the classroom. It can also be used as a "sign up" chart for school team meetings or case conferences.



Classroom level: Evidence of implementation of Tier 1 strategies to support Universal Design for Learning (UDL) and the full participation of students.

Tier 1 Interventions in the Classroom

Elementary School: This school is using visuals and a structured work system in a mainstream classroom for a student with Autism.



The use of breakout rooms during synchronous learning.

Student Voice: During a Student Senate roundtable discussion, secondary students recommend the use of breakout rooms because they can share their thoughts/ask questions in a “less intimidating” environment.

Teacher Voice: An intermediate staff member has shared that they are using breakout rooms when possible to monitor student progress and teach small group guided lessons.

Evidence continues to be gathered by advocacy groups for students with learning exceptionalities that supports the use of breakout rooms as a practice that is beneficial for students with special needs in the virtual learning environment. LD@School shared with educators in a webinar on teaching students with learning disabilities online (<https://www.ldatschool.ca/webinar-teaching-online/>) that working with small groups after class activities, scheduling regular ‘meets’ outside of synchronous time to check in and offer help to small groups of students promotes and supports student success.

Strategies to support staff capacity in meeting the needs of students with Autism - Enhanced Autism Training Program (EATP) for Learning Resource Teachers

The Ontario Ministry of Education provided one-time funding to the Geneva Centre for Autism to offer the Enhanced Autism Training Program (EATP) to publicly funded school boards. In Grand Erie, training in the EATP has been offered to LRTs who support a self-contained Intensive Support – ASD classroom in their school. Eleven LRTs and the Program Coordinator – Applied Behaviour Analysis (ABA) will participate in an online, self-paced course through Sonderly (Geneva Centre for

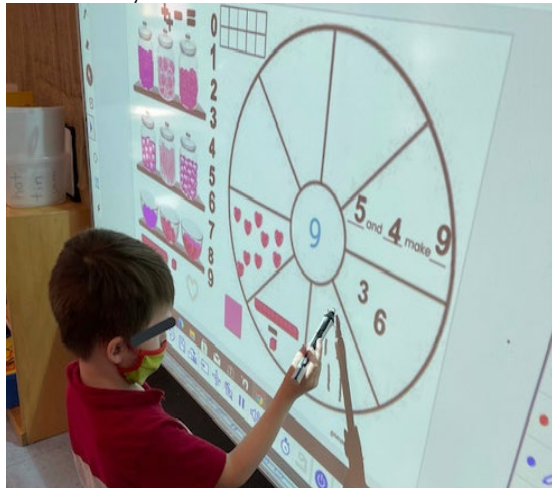
Autism), which will include two days of training and a virtual live session with a facilitator from the Geneva Centre for Autism in order to consolidate learning. Participants will also take part in synchronous and asynchronous virtual check-ins with the Grand Erie facilitator, Program Coordinator – ABA, throughout the training period

The goals of the program are to build LRT capacity to support classroom teachers with Tier 1 and 2 interventions to support students with ASD in their classrooms. Feedback and data will be collected and analyzed throughout the program. This information will be used to help design and implement future training opportunities for staff.

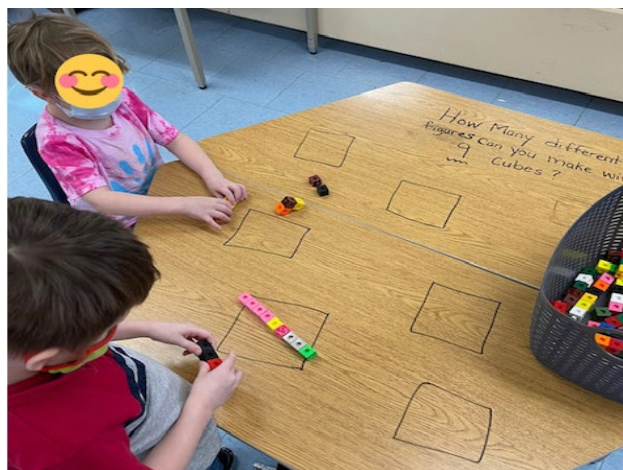
Strategies to support student access to the curriculum - The use of manipulatives, technology and visuals in the classroom.

A key component of UDL is the creation of classroom environments that are necessary for some students so that they can access meaningful educational opportunities, but good for all students.

Elementary School: Math lesson delivered with the use of technology.



Elementary School: Math lesson delivered with the use of manipulatives.



Elementary School: Math lesson delivered with the use of visuals.



Strategies to Support Students with Complex Needs in the Classroom

The following are examples of a grade 1 student at Elementary School being supported to move toward independence by the Educational Assistant in the classroom. Student has Autism and is part of the Connections for Students program. Educational Assistant is helping Student to be safe at school by teaching him how to stop at the classroom door. This is a skill that Student began learning while in Intensive Behaviour Intervention (IBI) at Lansdowne Children's Centre and is now being generalized to the school setting. The staff at Elementary School have a comprehensive, evidence-based program in place for Student that includes environmental accommodations, and a differentiated academic program so that he can be successful at school. He is a happy, active, and valued member of his class and can participate meaningfully in the grade 1 program.



How will we know?

Students will understand and use information to promote and maintain positive mental health.

How are we doing?

Strategies to support mental health literacy

Both CYWs and SWs provide mental health literacy in individual and classroom settings (for example a Health & Phys. class). This information helps students understand, problem solve, and develop the skills to respond in a healthy manner to stress and anxiety.

2020-2021 School Year	
Number of Mental Health Literacy Program	14

Staff members take initiative for implementation of their own professional learning goals and growth.

Strategies to support ongoing professional learning – the Rick Hansen Foundation Partnership
Grand Erie's partnership with the Rick Hansen Foundation (RHF) continues to bring a unique opportunity to create meaningful dialogue in our classrooms around ability and accessibility. Throughout the month of December, educators and their students were invited to take part in one of 12 scheduled presentations from a diverse group of RHF ambassadors who shared their lived experiences. RHF ambassadors advocated for increased accessibility and inclusion and answered students' questions.

The response from participants in these sessions was overwhelming. Staff members shared that students asked open, thought-provoking and authentic questions of the ambassadors. No question was out of bounds and ambassadors were pleased to be able to share their stories about living with a physical disability. As a result, educators began to access the RHF online resource Little Big Lessons to use in their classrooms as a follow up to the presentations in which they participated. 56 Little Big Lessons were downloaded by teachers through the December 2020 Ambassador Presentation series lesson suggestion links or from gedsb.elearningontario.ca. Teachers who may have accessed Little Big Lessons from visiting the RHF website independently of these links cannot be measured. Also, educators have asked for future RHF ambassador presentations.

How will we know?

Students learn social-emotional skills and understand the positive relationship to overall well-being and competency and confidence as a learner.

How are we doing?

Strategies to support social-emotional learning

Child & Youth Workers (CYWs) deliver classroom-based social-emotional learning, particularly in the areas of self-regulation, conflict resolution and establishing and maintaining healthy relationships. If needed, CYWs also provide smaller group targeted prevention and individual coaching in those same key areas of social-emotional development.

Social Workers (SWs) provide individual counselling, referrals to community agencies, and assessment and support during crises.

Social-Emotional Learning: 2020-2021	
Consultation with Educators	64
Consultation & Program Support	20
Delivering Professional Development	30
*Number of Social-Emotional Program Delivered	195
Total Number of Students receiving Tier 1 & Tier 2 supports & activities	7522

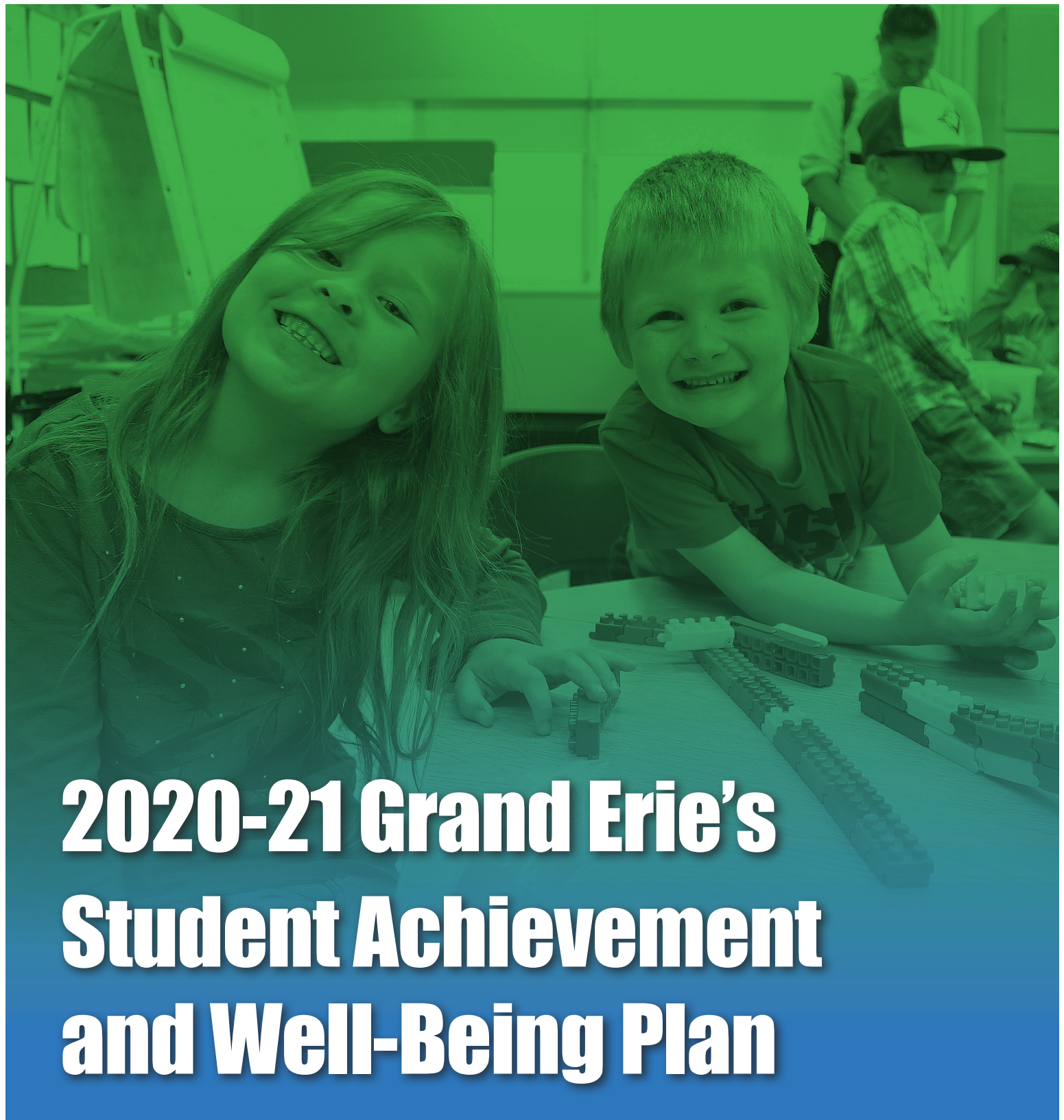
**single or multiple sessions both in person and virtual sessions*

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Denise Martins, Superintendent of Education
 April Smith, Superintendent of Education
 Liana Thompson, Superintendent of Education



2020-21 Grand Erie's Student Achievement and Well-Being Plan

MID-YEAR UPDATE



SUCCESS for Every Student

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

A Message from JoAnna Roberto, Director of Education, Grand Erie District School Board



JoAnna Roberto,
Director of Education

Throughout the 2020-2021 school year, our school communities have risen to the occasion time and again, whether it was implementing pandemic protocols, setting up the Virtual Learning Academy and pivoting to remote learning, or supporting one another's physical and mental well-being. Despite the challenges, Grand Erie District School Board has continued to focus on *Success for Every Student*. The Mid-Term Board Improvement Plan for Student Achievement and Well-Being shines a spotlight on our many accomplishments and continuous student improvement and ongoing dedication of staff and administrators. The plan establishes overall goals and targets, but it goes beyond the numbers. This plan is a living document of how our outstanding educators engage students in their learning every day and

set them up for lifelong success. The success of this plan, considered alongside other important data collected by schools, demonstrates that our Board is trending upwards in a positive direction. It is the collaboration, innovative learning experiences, technology supports, community involvement and the commitment to mental health and well-being that has made a difference, helping students learn and grow in an uncertain time.

As a Board, we are committed to continuous improvement of our practices that foster student achievement and well-being. We recognize that our educators, support staff, Business Services, Curriculum, Special Education, Mental Health and Well-being, Indigenous Education, Student Success, GELA, Equity, Safe and Inclusive Schools, Communications, Research, Community Use of Schools, Information Technology, Transportation, Facility Services and Human Resources teams and our community partners have been instrumental in supporting student learning. Together we have accomplished great things and I look forward to our continued success.

On behalf of Grand Erie Trustees and Senior Staff, thank you for all you do to support our students and their learning.

JoAnna Roberto | Director of Education

BACKGROUND

At the October 26, 2020 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are and shares the ongoing progress with Executive Council. The current Student Achievement Plan can be found on the Grand Erie website under the Board tab or by following the link below.

Student Achievement Plan 2020-21

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

Multi-Year Plan Goals:

- 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

Additional Information

As a result of school closures, all EQAO provincial assessment were canceled in 2019-2020. Last year, professional learning for educators was affected by an occasional teacher shortage, and various phases of labour action. In September, system staff were temporarily assigned to support the opening of the Virtual Learning Academy. Placements ranged from one to three weeks. Currently system staff continue to support schools to cover daily absences.

TABLE OF CONTENTS

Background	2
Numeracy Overview	3
Literacy Overview	5
The ESL/ELD Model of Support	9
Secondary Program	10
Literacy Support Plan	12
Credit Accumulation	13
Intermediate Collaborative Learning	14
Special Education	15
Grand Erie Multi-Year Plan	18

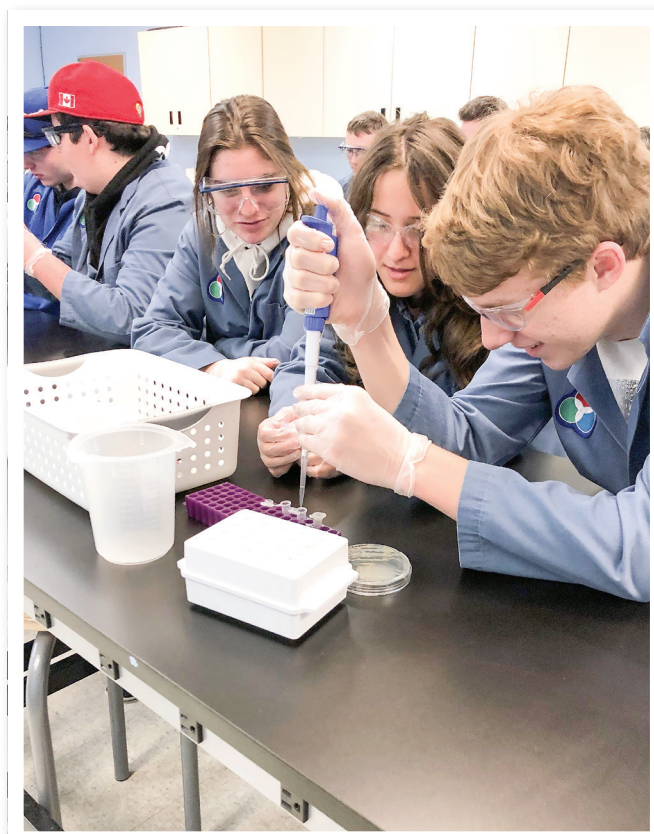
2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

NUMERACY OVERVIEW

Results from the last provincial EQAO assessment in 2018-19 indicated that Mathematics in the primary and junior division continue to be a significant area of need. Specifically, our students continue to need more opportunities and experiences to develop reasoning skills by being provided math tasks and conversations that highlight the use of mathematical thinking strategies and the use of a variety of tools and models to solve problems. Therefore, our system learning goal is to continue to build our capacity as educators by deepening our understanding of Number and Operational Sense to recognize, respond to, and develop these thinking strategies in all learners.

To support the Board goal, elementary Program staff attended virtual Ministry webinar sessions to deepen their understanding of the revised Mathematics curriculum. They have reviewed Long Range plans and Scope and Sequence resources created by Ministry and other Ontario school boards to inform the creation of a Grand Erie Grade 1-8 long range framework that will be launched in 2021. Support materials for classroom educators and administrators are being developed for the implementation.



How are we doing?

Support for Elementary Educators:

All elementary schools were assigned a Teacher Consultant and/or Math Facilitator and in the 2020-21 school year professional learning in numeracy has been offered in various formats:

- Teacher consultant/Math facilitator have provided in-class support to educators when possible,
- Virtual drop-in office hours for individualized responsive support offered to educators before, after and during the Instructional day,
- “Just-in-time” professional learning delivered on a variety of topics related to instruction and assessment housed in the Virtual Learning Environment (PLE),
- Grade-specific and topic-focused after-school workshops (face to face and virtual) delivered such as “Planning for Instruction and Assessment with the new Math Curriculum”, “Number Talks for Kindergarten” and “Mathematical Modelling”.
- Professional Learning and resources delivered for teachers to support their implementation and focused use of digital tools (Knowledge Hook and Zorbits) which are designed to develop students’ mathematical understanding and to provide diagnostic data to educators to help identify next steps for differentiated instruction.

Support for Elementary Administrators:

In 2020-21, virtual monthly professional learning opportunities are being offered to elementary Administrators to enhance their knowledge of the 2020 Mathematics Curriculum Documents and related digital resources. These sessions are intended to enhance Administrator’s content knowledge and facilitation skills required for effective instructional leadership of professional learning during monthly staff meetings and for monitoring and measuring staff and student learning. Teacher Consultants and Facilitators are also available to help support Administrators plan and deliver professional learning at monthly staff meetings as requested.

Support for the Virtual Learning Academy

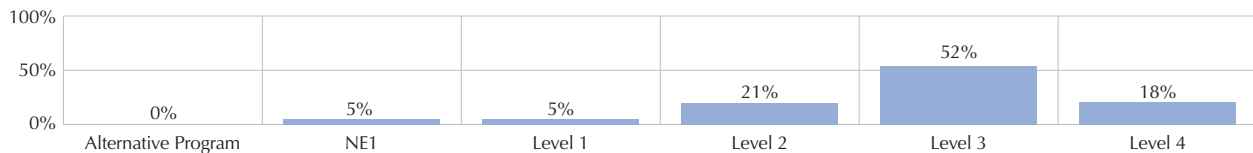
This year, the Virtual Learning Academy (VLA) was created in response to meeting our families’ needs during this pandemic. Professional learning workshops have been offered to educators teaching in the VLA. These workshops include: “Virtual Number Talks”, “Using SMART Learning Suite to support mathematics

2020-21 Grand Erie's Student Achievement and Well-Being Plan

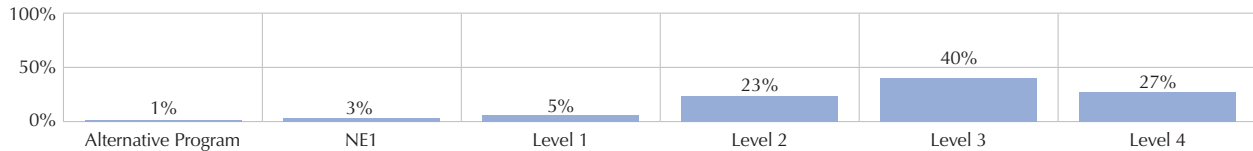
> MID-YEAR UPDATE

NUMERACY OVERVIEW

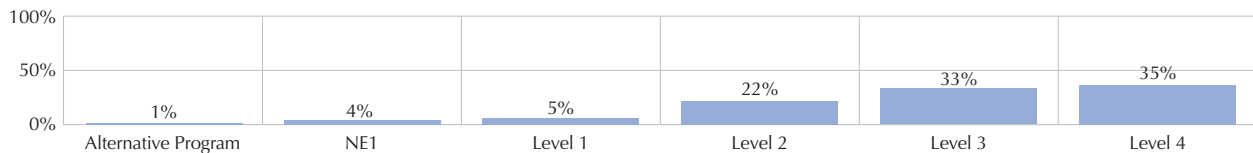
Term One Report Card Results



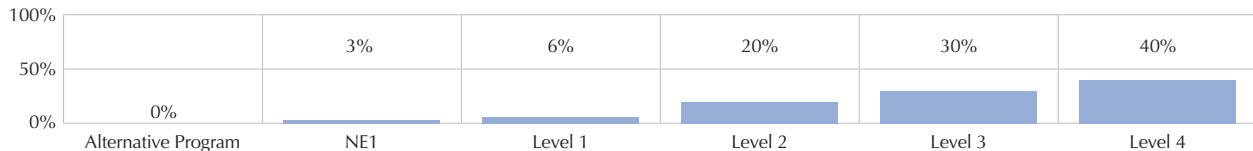
Elementary Report Card > Grade 6 Results



Elementary Report Card > Grade 7 Results



Elementary Report Card > Grade 8 Results



How are we doing?

- In the last reporting period, educators reported that 70 % of Grade 3 students were achieving at Level 3 or higher, 67% of Grade 6 students were achieving at Level 3 or higher, 68% of Grade 7 students were achieving at Level 3 or higher and 70% of Grade 8 students were achieving at Level 3 or higher
- Elementary teachers are engaged in a variety of differentiated professional learning opportunities focused on assessment and instruction grounded in the new Mathematics curriculum
- Principals are receiving professional development related to implementation of effective mathematics pedagogy and relaying this information and resources to their staff teams

Next Steps

- Further refine the Grand Erie long range mathematics framework and accompanying resources to prepare for system launch in May-June 2021
- Identify professional learning needs for educators and administrators related to implementation of the new mathematics curriculum and develop a responsive professional learning plan using a variety of formats and delivery platforms
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners' and responding to their individual learning needs

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

LITERACY OVERVIEW

The focus of system support has continued to be on the BIPSAW goal to increase staff understanding of effective instruction and assessment in literacy. System staff are collaborating to revise and update the Grand Erie Literacy Profile, which outlines evidence-based, effective instruction and assessment practices necessary for developing student literacy skills. System staff have created and continue to build the elementary program Literacy Professional Learning Environment (PLE). All professional learning sessions are recorded and added to the PLE so that all educators and administrators have access to the learning being offered.

In 2020-21 professional learning is focused on board assessments (Benchmark Assessment System, GB+, Steps to English Language Proficiency-STEP), new digital resources (Literacy Pro Library, Je Lis, Je Lis, Big Idea, Echo Pros) and the effective use of technology to plan, instruct and assess student learning.

In the 2020-21 school year, professional learning in literacy has been offered in various formats:

- Teacher consultant/Math facilitator have provided in-class support to educators when possible,
- After school virtual workshops delivered on a variety of professional learning topics related to reading assessment and instruction
- Program staff have facilitated collaborative pilot projects focused on assessment for learning strategies with small groups of educators from across the district
- The virtual Elementary Professional Learning Environment including FSL K-12, ELL K-12, Kindergarten and Literacy resources has been developed to meet the learning needs of elementary educators pertaining to literacy programming.

Support for Early Years Educators

After school workshops have been delivered on effective planning and instructional practices for educators new to Kindergarten, Literacy Pro Library, and Taking Literacy Outdoors. Workshops were developed for NTIP Kindergarten educators on assessment, provocations and outdoor education. Additional workshops were facilitated for Kindergarten educators in the Virtual Learning Academy on instructing and assessing using pedagogical documentation in a virtual environment.

A pilot project was initiated to increase educator capacity in the use of digital devices to support evidence-based pedagogical approaches in the Kindergarten program. Six educator teams are participating in a thirteen session after school learning series. Educators integrate the skills explored at the learning sessions



to capture student learning in their classrooms and deepen their understanding of how to use classroom video evidence to inform next steps for instruction. This project is being delivered in collaboration with Ed. Tech and Apple Education.

Responsive support for Kindergarten educators and administrators based on individual needs has been offered through virtual Office Hours and drop-in sessions, as well as individualized support for educators through email, phone, and virtual MS Team calls. Regular support is provided to new Kindergarten educators and those teaching in the Virtual Learning Academy. Support has also been provided for remote learning through a Kindergarten addendum to the remote readiness checklist and a list of resources for virtual learning.

The Kindergarten Professional Learning Environment has been developed, released to the system, and continues to be expanded. All professional learning sessions are recorded and added to the PLE so that all educators and administrators have access to the learning being offered. Links are also provided to board and ministry support documents.

Support for Primary/Junior Educators

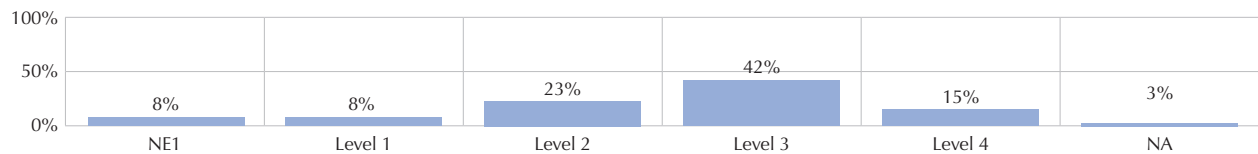
After school virtual sessions exploring the effective use of the Benchmark Assessment System have been developed for primary and junior teachers. Additional professional learning sessions delivered this year include: "Assessing Student Reading using Digital Resources" and "How to effectively incorporate the digital resource Literacy Pro Library into a comprehensive Literacy Program." These learning opportunities have assisted elementary educators to develop strategies to gain a precise understanding of students' individual learning strengths needed to inform responsive instruction. NTIP teachers have also had the opportunity to attend professional learning focusing on implementing a comprehensive literacy program in an elementary classroom.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

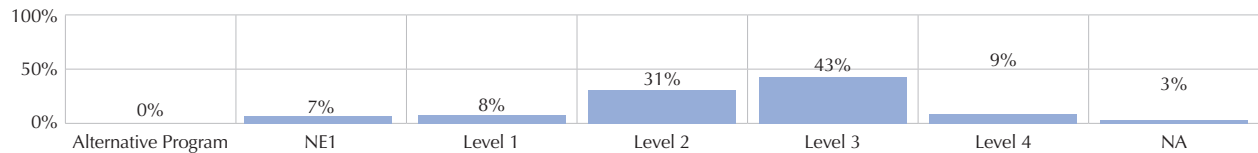
> MID-YEAR UPDATE

LITERACY OVERVIEW

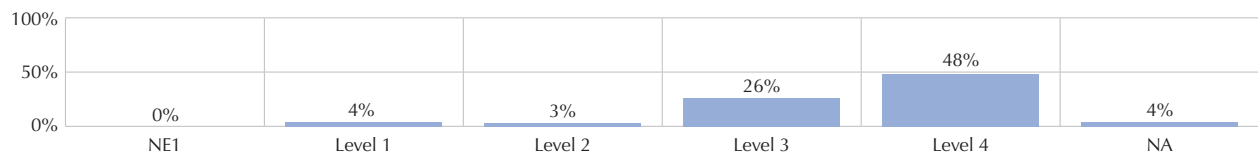
Elementary Report Card > Grade 3 > Reading



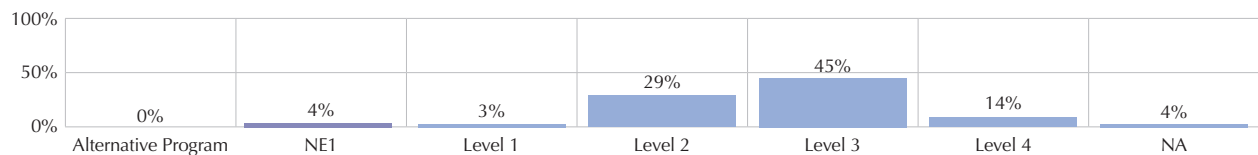
Elementary Report Card > Grade 3 > Writing



Elementary Report Card > Grade 6 > Reading



Elementary Report Card > Grade 6 > Writing



2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

LITERACY OVERVIEW



Support for FSL French as a Second Language Educators

A variety of professional development workshops have been offered to address the diverse needs of both Core and Immersion FSL teachers in Grand Erie. In September, a session was offered to Core French teachers for connecting the new Mathematics 2020 Curriculum to the Core FSL classroom, with a focus on high impact strategies and Core French financial literacy curriculum connections. After school workshops were offered to Core French teachers for the Échos Pro digital resource, with a focus on instructional strategies, as well as on Provocations to Inspire Conversation in the Core French classroom, to promote authentic oral interaction in French. Two after school workshops were offered to French Immersion teachers for the GB+ system standard reading assessment, with new supplementary kits given to participants. Another after school FI workshop was offered for the digital resource of leveled readers, *Je lis, je lis*, with a focus on assessment to inform instruction and guide student progress. Two digital/paper resources to support comprehensive literacy and global citizenship were renewed for FI junior and intermediate students: *Nos Nouvelles* and *Le Monde en marche*.

Multi-session projects have also been offered to teachers. There are currently 14 Core French teachers (11 elementary and 3 secondary) participating in a 16-week cross-panel project

using iPads to document student learning. This project is in collaboration with Ed. Tech and Apple Education. Teachers have received one iPad each (for classroom use of student-led documentation of learning), as well as the resource, "Assessment in Action: A CEFR-based Toolkit for FSL Teachers". In March, five intermediate French Immersion teachers will be invited to participate in a "Book Club" promoting student and educator wellbeing. Participants will receive a copy of the professional resource "Le bien-être à l'école", a gratitude journal, and other resources to support student engagement and inquiry in intermediate FI. This project is facilitated by a grant from OPSBA for teacher retention.

The FSL K-12 Professional Learning Environment (PLE) on Brightspace has been developed to provide FSL information, updates, and resources to educators and administrators in Grand Erie. As well, professional development sessions are subsequently uploaded and housed in the PLE for self-paced professional learning. Ten teachers are also currently pursuing self-directed professional development in the form of subsidized FSL Additional Qualification courses.

Responsive support for teachers on an individual needs basis has been offered through virtual Office Hour and drop-in sessions, as well as individualized support through email, phone, and virtual MS Team calls. Regular support has been given to new and/or unqualified FSL teachers.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

LITERACY OVERVIEW

Support for Educators with English Language Learners, ESL/ELD

The Grand Erie District School board has 1,751 multilingual learners, 1,328 students in Elementary and 423 in Secondary.

Elementary

Geographical Location	Total Number of ELLs	Most Prevalent L1
Brantford	521	Punjabi
Brant	27	Punjabi
Haldimand	58	Urdu
Norfolk	280	Low German
VLA	442	Punjabi



2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

THE ESL/ELD MODEL OF SUPPORT

Based on best practice as outlined in English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools (K to 12), the Grand Erie District School Board subscribes to an integrated support model. System support is provided in accordance with the student's Steps to English Proficiency (STEP) level as follows:

- For multilingual learners on the STEP OLLB Continua and the STEP OLB Continua (STEPs 1 & 2): Support for these students is provided through practices of co-planning, co-teaching, and co-reflection where best practice ELL strategies are modeled and gradually released to the classroom teacher. Priority for support is given to this group of educators.
- For multilingual learners on the STEP OLB Continua (STEPs 3 to 6): Support for these students is provided through practices of collaboration and consultation with the classroom teacher.

System staff have created and continue to build the ELL Professional Learning Environment which includes instructional video tutorials, self-paced professional learning, and access to resources for both Elementary and Secondary educators. Ongoing professional development is delivered to school staff at the focus school locations. Two professional workshops, Programming for English Language Learners: Essential Understandings and Beginnings, have been delivered and multiple initiatives have been implemented to develop the ESL/ELD portfolio, including a Pilot Project at Ryerson Heights.

Support for Elementary Educators:

The Elementary Program team has six Itinerant Teachers for English Language Learners (ELLs), each assigned to a school of focus: Ryerson Heights, Walter Gretzky, Echo, Caledonia, Houghton, and the Virtual Learning Academy. Across their assigned schools, each Itinerant Teacher supports a range of 32 to 55 classroom teachers with ELD and/or STEP 1 & 2 students. Weekly schedules of support ensure that schools have ongoing access to system support.

Support for Secondary Educators:

One ESL/ELD Teacher Consultant supports all secondary teachers with multilingual learners across 13 secondary schools. At the educator's request, the ESL/ELD Teacher Consultant provides consultative and collaborative support so the multilingual learner may access the content of the Ontario curriculum.

How are we doing?

- In the last reporting period, educators reported that in reading 57 % of grade 3 students were achieving at Level 3 or higher and in writing 52% of grade students were achieving at Level 3 or higher
- In the last reporting period, educators reported that in reading 64% of grade 6 students were achieving at Level 3 or higher and in writing 59% of grade 6 students were achieving at Level 3 or higher
- Elementary teachers are engaged in a variety of differentiated professional learning opportunities focused on assessment and instruction ground in the new Mathematics curriculum
- Principals are receiving professional development related to implementation of effective mathematics pedagogy and relaying this information and resources to their staff teams

Next Steps

- Continue to refine the Literacy Profile for elementary classrooms and develop a responsive professional learning plan to support effective implementation
- Identify key learnings from the Early Years pilot project focusing on using digital evidence to inform instruction. Use data gathered from educators and facilitators to support future professional learning plan development.
- Review the ELL/ESL model of support to identify areas for growth and enhancement of supports for students and educators
- Further develop support for FSL teachers to support their learning in student engagement and assessment practices
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners' and responding to their individual learning needs

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SECONDARY PROGRAM



Improving Student Performance in Math

A Secondary Math Facilitator directly supports the four Ministry identified secondary school math teams requiring intensive support. This occurs on a weekly basis. The four identified schools are Brantford CIVS, Dunnville SS, Hagersville SS and Waterford DHS. The team is comprised of a principal as lead learner and MFM1P teacher(s). The focus of the work is to engage students in mathematics class. Engagement was improved through the use of the three-act math lesson and establishing relationships between different mathematical representations. Staff now better understand the progression of mathematics learning, how to identify where students are on the continuum, and how to support them in moving through the progression.

Developing an understanding of where a student is on the learning continuum allows teachers to make a more informed decision on the next steps that will best support the student's learning. The focus on the learning continuum also supports staff discussion and learning around differentiated instruction (DI). The goal for students is to have them become more confident having math conversations and supporting their own thinking. Knowing where students are on the continuum allows staff to challenge them to experiment with more advanced levels. The Secondary Math Facilitator and MFM1P teacher help students increase their confidence in math, especially in the areas of Proportional and Algebraic Reasoning.

The Secondary Math Facilitator works with MFM1P teachers to increase the use of observations, conversations, and products in assessing students' strengths and needs; teachers were provided opportunities to try different instructional strategies including the use of models and multiple representations. Teachers learned multiple ways to track different forms of assessment, focused on three-act math lessons, and learned how to support students' critical thinking and reasoning mathematically. The Secondary Math Facilitator supported all other schools upon request.

How are we doing?

- Grand Erie's semester one pass rate in MFM1P was 87% for all students. The intensive support schools had a pass rate of 90%.
- Grand Erie's semester one levels of achievement for MFM1P included 44% of all students at level 3 or level 4. The intensive support schools had 56% of students at level 3 or level 4.
- The two intensive support schools used a pre-assessment that focused on linear relations and number sense in order to establish a baseline of where students were on the learning progression and identify skill gaps for individual students. Due to COVID protocols, adaptations in the delivery of the pre-assessment were made and included observations and conversations with students.
- There was continued refinement of instructional strategies by school math learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning. Math teams continued the use of engagement strategies (e.g. notice and wonder, three-act math lesson) to improve student confidence in mathematics and used varied assessment strategies to capture student learning and inform instructional decision making. Data talks and minds-on activities were used to engage students and make connections to numeracy in multiple subjects.
- According to the secondary principal survey, schools appreciated having the Secondary Math Facilitator's perspective when co-planning lessons and choosing appropriate assessment strategies. Principals would like to see more conversations between the Secondary Math Facilitator and the MFM1P teachers to deepen teachers' understanding of student learning on the math continuum and to further move student progression towards level 3/4.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SECONDARY PROGRAM



How will we get there?

- COVID protocols have disrupted some of the instructional strategies that were being used to increase student engagement- and support thinking. With the support of the Secondary Math Facilitator, educators are exploring how to modify these instructional strategies so that observations and conversations with and between students continue to inform the instruction and learning that happens in classrooms.
- Through co-planning, co-teaching and co-reflecting opportunities in MFM1P, secondary mathematics teachers are supporting all students with instructional strategies for success in mathematics.
- Increased focus on staff understanding of the mathematics continuum, identifying where students are at, and the thinking strategies and tools students need to move along the progression. As well, the focus also supports instruction and is aligned with student well-being and self-efficacy in mathematics.

Next Steps

- Our next step is to increase the opportunity for student voice as an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice.
- Planning for the implementation of De-streamed Grade 9 Mathematics in September is in the early stages. Math will be used as the vehicle to reduce systemic barriers, improve outcomes for marginalized students and ensure equity and inclusion for all students.
- This year, EQAO moved the Grade 9 assessment to an online field test. Grand Erie was not able to participate in Quas 1 or Quad 2 due to the lockdown and timing for the release of the assessment. The Secondary Math Facilitator will support schools in Quad 3 and Quad 4 in preparing for the new online assessment. Participation in the field test will inform professional development plans for next year.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

LITERACY SUPPORT PLAN

A cross-curricular literacy pre-assessment was distributed to all secondary schools. The pre-assessment identified reading and writing skill gaps across the different curriculum areas and supported individual teachers with strategies to close identified literacy gaps. The pre-assessment will also support staff and students in preparation for the online OSSLT field test. The Student Success team continues to focus on culturally responsive pedagogy, DI, and the triangulation of assessment data when working with staff.

The move to blended and remote learning due to COVID-19 has provided the opportunity to build teachers' and students' digital literacy skills. Professional development and other resources have focused on building teacher comfort level with ministry and board supported platforms and resources, learning more about what each resource/ tool has to offer, and making appropriate choices based on the needs of their students.

How are we doing?

- Students are making cross-curricular connections with information and ideas in reading and personal experiences.
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy.
- Increased use of DI and triangulation of data.

How will we get there?

- The Student Success Team is providing differentiated professional development to all secondary schools based on needs identified by department heads and principals.
- The OSSLT field test will inform professional development plans and digital literacy supports for the next school year.

Support for Educators with English Language Learners, ESL/ELD:

The Grand Erie District School board has 1,751 multilingual learners for which 423 are in Secondary.

Secondary

Geographical Location	Total Number of ELLs	Most Prevalent L1
Brantford	193	Punjabi
Brant	20	English
Haldimand	51	Cayuga
Norfolk	159	Low German

Support for Secondary Educators:

One ESL/ELD Teacher Consultant supports all secondary teachers with multilingual learners across 13 secondary schools. At the educator's request, the ESL/ELD Teacher Consultant provides consultative and collaborative support so the multilingual learner may access the content of the Ontario curriculum.



2020-21 Grand Erie's Student Achievement and Well-Being Plan

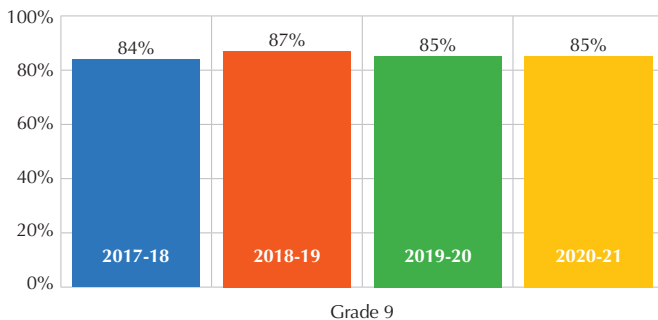
> MID-YEAR UPDATE

CREDIT ACCUMULATION

A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in Grade 9 and 12/12 credit accumulation in Grade 10 occurs at the system and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

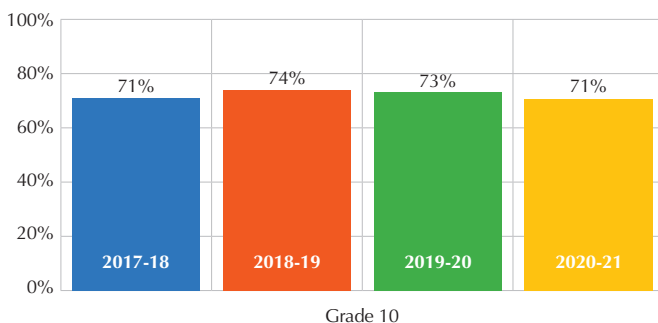
The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.

Grand Erie Semester 1 Credit Accumulation Grade 9 –2018-21



The bar graph above illustrates credit accumulation for Grade 9 (4/4) from 2018 to 2021.

Grand Erie Semester 1 Credit Accumulation Grade 10 –2018-21

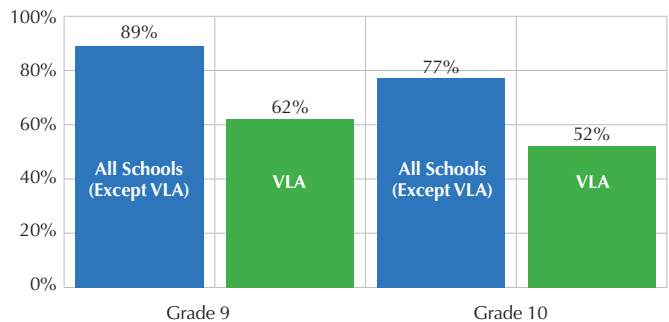


The bar graph above illustrates credit accumulation for Grade 10 (12/12) from 2018 to 2021.

The 2020-21 data includes data from fifteen secondary schools with the creation of Grand Erie's Virtual Learning Academy (VLA). The following graph compares the Semester 1 credit accumulation data of the fourteen previously existing secondary schools to the newly created VLA.

Grade 9 & 10 Grand Erie Credit Accumulation

Comparing all Secondary Schools with VLA Semester 1 2020-21



The bar graph above illustrates credit accumulation for Grade 9 (4/4) and Grade 10 (12/12) for semester one 2020-21.



2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) with a focus on literacy and numeracy is offered to every elementary and secondary school and complements targeted mathematic and literacy support plans. These sessions have been postponed due to COVID.

The focus this year has been to support and target the needs of Grade 7 and 8 teachers. In the fall, the intermediate teachers were surveyed to identify their most urgent needs and wants for professional development. Through the survey, the intermediate teachers also identified that after school sessions were preferred.

The survey findings indicated that intermediate teachers wanted support with:

- The Ontario Curriculum – Mathematics 2020;
- myBlueprint;
- intermediate digital resources;
- remote/virtual digital resources; and
- navigating Grand Erie's VLE (Virtual Learning Environment).

After school 'Office Hour Sessions' were facilitated to allow for discussion on focused topics. Student Success collaborated with other central teams, such as Ed Tech and Elementary Program, to deliver the sessions.

How are we doing?

- Student Success continues to further develop the Intermediate Professional Learning Environment (PLE) in Brightspace by D2L to further support intermediate teachers in response to feedback through surveys, office hour discussions and the professional development sessions.
- Opportunities for teachers to share a continuum of instruction across the intermediate panel.
- Continue to work with Six Nations and Mississaugas of the Credit intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools.



How will we get there?

- Intermediate teachers will have opportunities to collaborate and learn about areas directly impacting the learning in their classrooms.
- Student Success will continue to collect teacher voice through surveys to inform the development of future professional learning opportunities.
- Student Success team members modeled the delivery of DI and incorporated the triangulation of assessment data in their professional development sessions.
- Additional professional learning to provide opportunities for further collaboration was offered to all.

School Support Visits

As a team, Student Success has aligned its work with the IBM audit from 2018-19 across all the portfolios. We continue to build upon culturally responsive classrooms and support principals and teachers with DI and the triangulation of data to meet students' needs. In November, the Principal Lead and Program Coordinator met with all principals to share school data and review the strategic alignment with the Grand Erie Student Achievement Plan.

The Student Success team offered to attend schools in person or through Microsoft Teams to facilitate ongoing professional development with school staffs. Many of the sessions were slated to begin in January/February and some schools decided to delay the sessions until we returned to face-to-face learning. Large group sessions could not occur this semester and support has been with individual schools as requested. The Student Success team has offered small scale support as requested and we plan to build on our work next year.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SPECIAL EDUCATION

The focus is on the continued implementation of the renewed model in special education. Practices to support educator understanding of effective differentiated instruction and assessment for students with special education needs in both the face-to-face and virtual learning formats are of focus. Students will be supported to develop their understanding of effective strategies to support their social-emotional well-being and how to use them.

How will we know?

Educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

How are we doing?

School level: Evidence of continued implementation of Tier 1 Interventions and classroom-based strategies before accessing outside supports.

Strategies to support Reading - Lexia

Lexia is an online reading intervention program available in both the elementary and secondary panels. In the elementary panel, Lexia has been provided to struggling readers in grades 2 to 6, and to some students with learning disabilities who have Special Equipment Amount (SEA) assistive technology in grades 7 and 8. In the secondary panel, Lexia has been provided to select secondary schools and used in self-contained Vocational and Bridge programs. Lexia is able to be provided in both face-to-face and virtual learning environments.



October 2020

- 90% of students with assigned licenses working below grade level
- 8% of students with assigned licenses working at grade level
- 2% of students with assigned licenses working above grade level
- 2,964 certificates issued after mastery of a unit

February 2021

- 84% of students with assigned licenses working below grade level
- 13% of students with assigned licenses working at grade level
- 3% above grade level with assigned licenses working above grade level

Strategies to support the delivery of Alternative Curriculum - TeachTown

This is the first year Grand Erie has made TeachTown Basics available for use in the elementary panel. TeachTown offers a blend of computer-delivered and teacher-led Applied Behaviour Analysis (ABA) instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. TeachTown automatically adapts based on each individual's progress providing meaningful instruction to all students.

Student data is recorded, analyzed and organized into reports which provides classroom teachers with an effective method to monitor progress. TeachTown lessons are aligned to Individual Education Plan (IEP) goals for those students accessing alternative curriculum. TeachTown has been used primarily in Life Skills and Intensive Support – Autism Spectrum Disorder (ASD) classrooms in the elementary panel. There are also a few students working on Alternative Programs in the regular classroom and in the Virtual Learning Academy (VLA) using TeachTown.

Preliminary data:

- 96 active students and 73 active facilitators
- Over 515 total hours spent working on the program
- Over 700 passed /mastered lessons
- Average minutes per student session 8:58 (goal is 15 minutes)

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SPECIAL EDUCATION

Strategies to support Student Safety

Behaviour Counsellor Voice: Overall schools are striving to have some Tier 1 interventions in place before bringing the student to resource team. Often when entering the classroom for the first time to start a referral there needs to be some tweaking of those Tier 1 interventions, but overall most of the work is in Tier 2 now. Initial or continued data collection is a goal still in progress. Continued review of Tier 1 interventions with school staff may be a good idea in order to support the fidelity of implementation of specific Tier 1 strategies.

Access to the Learning Resource Teacher (LRT)

Elementary School: This school is using a posted whiteboard to support communication between the LRT and classroom staff. Because it is on a whiteboard, it can be changed based on staff or student need. It provides a visual, so classroom staff know when the LRT has time to support in the classroom. It can also be used as a "sign up" chart for school team meetings or case conferences.

TIME	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00-10:30	Sherry (LRT)	Sherry (LRT)	Sherry (LRT)	Sherry (LRT)	Sherry (LRT)	Sherry (LRT)
10:30-11:00						
11:00-12:00						
12:00-1:00						
2:00-3:00						
3:00-3:30						

Classroom level: Evidence of implementation of Tier 1 strategies to support Universal Design for Learning (UDL) and the full participation of students.

Tier 1 Interventions in the Classroom

Elementary School: This school is using visuals and a structured work system in a mainstream classroom for a student with Autism.



The use of breakout rooms during synchronous learning

Student Voice: During a Student Senate roundtable discussion, secondary students recommend the use of breakout rooms because they can share their thoughts/ask questions in a "less intimidating" environment.

Teacher Voice: An intermediate staff member has shared that they are using breakout rooms when possible to monitor student progress and teach small group guided lessons.

Evidence continues to be gathered by advocacy groups for students with learning exceptionalities that supports the use of breakout rooms as a practice that is beneficial for students with special needs in the virtual learning environment. LD@School shared with educators in a webinar on teaching students with learning disabilities online (ldatschool.ca/webinar-teaching-online) that working with small groups after class activities, scheduling regular 'meets' outside of synchronous time to check in and offer help to small groups of students promotes and supports student success.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SPECIAL EDUCATION

Strategies to support staff capacity in meeting the needs of students with Autism - Enhanced Autism Training Program (EATP) for Learning Resource Teachers

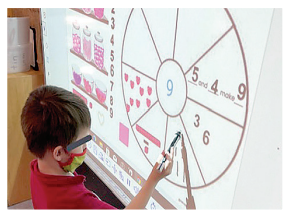
The Ontario Ministry of Education provided one-time funding to the Geneva Centre for Autism to offer the Enhanced Autism Training Program (EATP) to publicly funded school boards. In Grand Erie, training in the EATP has been offered to LRTs who support a self-contained Intensive Support – ASD classroom in their school. Eleven LRTs and the Program Coordinator – Applied Behaviour Analysis (ABA) will participate in an online, self-paced course through Sonderly (Geneva Centre for Autism), which will include two days of training and a virtual live session with a facilitator from the Geneva Centre for Autism in order to consolidate learning. Participants will also take part in synchronous and asynchronous virtual check-ins with the Grand Erie facilitator, Program Coordinator – ABA, throughout the training period.

The goals of the program are to build LRT capacity to support classroom teachers with Tier 1 and 2 interventions to support students with ASD in their classrooms. Feedback and data will be collected and analyzed throughout the program. This information will be used to help design and implement future training opportunities for staff.

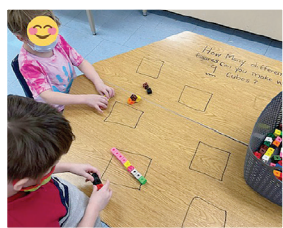
Strategies to support student access to the curriculum -

The use of manipulatives, technology and visuals in the classroom.

A key component of UDL is the creation of classroom environments that are necessary for some students so that they can access meaningful educational opportunities, but good for all students.



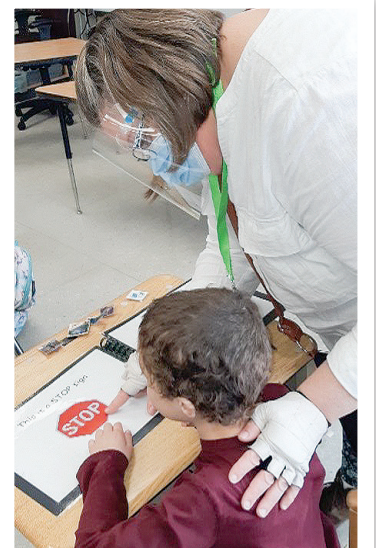
Elementary School: Math lesson delivered with the use of technology.



Elementary School: Math lesson delivered with the use of manipulatives.



Elementary School: Math lesson delivered with the use of visuals.



Strategies to Support Students with Complex Needs in the Classroom

The following are examples of a grade 1 student at Elementary School being supported to move toward independence by the Educational Assistant in the classroom. Student has Autism and is part of the Connections for Students program. Educational Assistant is helping Student to be safe at school by teaching him how to stop at the classroom door. This is a skill that Student began learning while in Intensive Behaviour Intervention (IBI) at Lansdowne Children's Centre and is now being generalized to the school setting. The staff at Elementary School have a comprehensive, evidence-based program in place for Student that includes environmental accommodations, and a differentiated academic program so that he can be successful at school. He is a happy, active, and valued member of his class and can participate meaningfully in the grade 1 program.

2020-21 Grand Erie's Student Achievement and Well-Being Plan

> MID-YEAR UPDATE

SPECIAL EDUCATION

How will we know?

Students will understand and use information to promote and maintain positive mental health.

How are we doing?

Strategies to support mental health literacy

Both CYWs and SWs provide mental health literacy in individual and classroom settings (for example a Health & Phys. class). This information helps students understand, problem solve, and develop the skills to respond in a healthy manner to stress and anxiety.

2020-2021 School Year

Number of Mental Health Literacy Program	14
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Staff members take initiative for implementation of their own professional learning goals and growth.

Strategies to support ongoing professional learning – the Rick Hansen Foundation Partnership

Grand Erie's partnership with the Rick Hansen Foundation (RHF) continues to bring a unique opportunity to create meaningful dialogue in our classrooms around ability and accessibility. Throughout the month of December, educators and their students were invited to take part in one of 12 scheduled presentations from a diverse group of RHF ambassadors who shared their lived experiences. RHF ambassadors advocated for increased accessibility and inclusion and answered students' questions.

The response from participants in these sessions was overwhelming. Staff members shared that students asked open, thought-provoking and authentic questions of the ambassadors. No question was out of bounds and ambassadors were pleased to be able to share their stories about living with a physical disability. As a result, educators began to access the RHF online resource Little Big Lessons to use in their classrooms as a follow up to the presentations in which they participated. 56 Little Big Lessons were downloaded by teachers through the December 2020 Ambassador Presentation series lesson suggestion links or from gedsb.elearningontario.ca. Teachers

who may have accessed Little Big Lessons from visiting the RHF website independently of these links cannot be measured. Also, educators have asked for future RHF ambassador presentations.

How will we know?

Students learn social-emotional skills and understand the positive relationship to overall well-being and competency and confidence as a learner.

How are we doing?

Strategies to support social-emotional learning

Child & Youth Workers (CYWs) deliver classroom-based social-emotional learning, particularly in the areas of self-regulation, conflict resolution and establishing and maintaining healthy relationships. If needed, CYWs also provide smaller group targeted prevention and individual coaching in those same key areas of social-emotional development.

Social Workers (SWs) provide individual counselling, referrals to community agencies, and assessment and support during crises.

Social-Emotional Learning: 2020-2021

Consultation with Educators	64
Consultation & Program Support	20
Delivering Professional Development	30
*Number of Social-Emotional Program Delivered	195
Total Number of Students receiving Tier 1 & Tier 2 supports & activities	7,522

*single or multiple sessions both in person and virtual sessions

Grand Erie Multi-Year Plan

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



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GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Delhi District Secondary School – Gymnasium Fundraising Update**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Delhi District Secondary School – Gymnasium Fundraising Update report as information.

Background

At the May 2020 Committee of the Whole meeting, Trustees approved a conceptual fundraising plan to construct an additional double-sized gymnasium at Delhi District Secondary School (DDSS). The report summarized the following for Trustees:

- Rationale for the new gymnasium addition
- Short debrief of a February 2020 meeting with local political representatives
- Conceptual footprint with features that included:
 - 9,000 square foot double-sized gymnasium able to hold a regulation-sized basketball court and two standardized volleyball courts
 - Fitness room
 - Demolition of existing multi-purpose room
- Draft funding that included a plan that would:
 - Set a target of \$2.5 million to be fundraised by March 2022
 - \$405,000 to \$875,000 allocated from School Renewal funding
 - Ministry approval requirement
 - Operating plan had to demonstrate cost-neutrality

Additional Information

Since September 2020, a working group consisting of Superintendent Denise Martins, Superintendent Rafal Wyszynski, School Principal Stephen Wills and three DDSS teachers; Ryan Gaertner, Ryan Robyn and Jodi Snowden, have met periodically to discuss the details of the concept, the potential for additional features and amenities, the potential funding strategies, the opportunity to apply for targeted grants, marketing strategies and considerations for the operationalization of the facility.

Although the global pandemic has had a significant impact on the ability of organizations to fundraise, the working group has made progressive developments over the past 10 months. Highlights include:

- The group is close to developing a draft Memorandum of Understanding with a well-known provider of fitness, health and wellness. A partnership is a critical component in elevating the profile of the project as well it can become an important resource to support the cost-neutrality requirements of the project
- The development of a tiered fundraising approach that will focus on different amenities at different fundraising levels. Although the original concept is basic and would satisfy the needs of the school, an ultimate design could foresee additional amenities such as additional

recreational spaces, larger fitness amenities, incorporation of community rooms, bleachers, larger storage rooms, enhanced equipment, and potentially a fully accessible, suspended walking track. These additional features would only be possible if the fundraising generated significantly higher amounts than the \$2.5 million described in the May 2020 report.

- The group is currently developing preliminary marketing materials that will be vital in supporting the fundraising campaign.
 - Promotional brochure
 - Fundraising forms
 - Customized Board website

The working group continues to meet on a regular basis to address the various items mentioned above. The next steps will be to finalize the marketing materials, develop a strong donor recognition plan and commence the fundraising campaign in late Spring or early Summer of 2021. Other plans include the formalization of the aforementioned partnership as well as application to grants and funding to potentially accelerate the fundraising. Although the fundraising target has been set for March 2022; the working group will be evaluating the timelines in September 2021.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education
 FROM: Denise Martins, Superintendent of Education
 RE: **Update to Student Trustee Report**
 DATE: March 29, 2021

This report is presented as per the Board of Trustees request for Senior Team to provide a response to the ideas brought forward by Student Trustee Doxtador- Swamp in February 2021.

Board Policy P2 - Honouring Indigenous, History, Cultures and Traditions

This policy will be put up for revision soon and it has been the thoughts of several people that the Land Acknowledgement Statement within this policy needs review and revision. I will be bringing this forward to the agenda of the Native Students Council and we will be sharing our thoughts regarding revision to the policy as a whole and more specifically to the Land Acknowledgement.

Response:

Both the Indigenous Education Advisory Committee (IEAC) and the Native Advisory Committee (NAC) were advised of the upcoming revisions of board Policy P2 prior to the revised draft going to the board in February 2021 and out for public feedback March 2021. Reference to this was noted in both NAC and IEAC agendas and minutes. Note this item and action was approved for P2 to be emailed to all committee members for their review, with the focus being the invitation for committee members to provide their suggestions for the draft document to the Indigenous Education Team by January 22, 2021. No input was received from any committee members. Therefore, the Indigenous Education Team drafted the revised policy based on general comments from staff and community compiled since the adoption of the original policy in 2017.

This revised policy was accepted by the board as drafted by the Indigenous Education Team and is currently available on the board website for public feedback until March 31, 2021.

Following the closing of the public consultation period, the Indigenous Education Team will review all the comments received and incorporate into the policy revisions as appropriate for submission for final board approval.

Student voice and feedback was received at the March 9, 2021 United Indigenous Student Council meeting. A MPSS student suggested looking at the McMaster University land acknowledgement as a good example for a land acknowledgement.

The Indigenous Education Team continues to encourage input from all stakeholders for final revision following the March 31st deadline for comment.

Prior Learning Assessment and Recognition (PLAR)

I am aware that Grand Erie offers a number of First Nations (second) language programs within our schools and I am also aware that the Ontario Ministry of Education has a policy that offers credit for prior learning.

My request today is that the Grand Erie Board work with Six Nations to develop a standard and process for offering language credits under PLAR to those students who have spent a number of years in the Mohawk or Cayuga immersion programs and who are both literate and fluent to a specific degree. Consideration might be given to using the American Council on the Teaching of Foreign Languages (ACTFL) as a standard assessment as there are a few Mohawk and/or Cayuga speakers in our community who are trained in ACTFL assessment. A process such as this would go far to truly honour our language and our culture. It would also be equitable to consider this as these students are coming out of half or full language immersion programs and are knowledge holders. These language immersion students should be treated up to the same degree as French immersion students and should have those assessments incorporated into the secondary school system and be readily available to ease the pathway into high school for these students who will be learning English full time possibly for the first time.

Response:

The board policy on Prior Learning Assessment Recognition (PLAR), P105, is informed by the Ontario Secondary Schools, 1999 document. P105 outlines the procedure for a student to 'challenge' a credit.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. Note: currently, level one language, comparable to Grade 9, is offered as the access point to the language program in Grand Erie.

The challenge process must be initiated by the student and parent.

The PLAR Challenge opportunity is included in each Secondary School Course calendar and on the Grand Erie District School Board website.

The Indigenous Education Team can assist students/parents and schools in this process.

Secondary School Social

Socials in the Six Nations community are meant to bring everyone together and uplift the people. One or two Rotinonhshión:ni Socials minimally in a school year would provide that opportunity for students to gain an inclusive and cultural experience that would be open to all students. I would suggest an early one around the Thanksgiving weekend and a second during the month of March or April. I would love to bring this cultural event to Grand Erie schools to provide Indigenous students with the opportunity to have more cultural involvement and exposure to a welcoming environment. I will be bringing this idea to the Native Students Council and I am hoping that Grand Erie can partner with community agencies who may be willing to help.

Response:

Grand Erie secondary schools have hosted Haudenosaunee style socials for many years. The Indigenous Student Leadership Initiative planned to support a social offered to all students in the Spring of 2020, however, the event was cancelled as a result of the Covid 19 school shutdown. The Indigenous Education team will continue to support Haudenosaunee style Socials when it is deemed safe to do so.

Ohén:ton Karihwatehkwen (Thanksgiving Address)

To the Haudenosaunee people, the Ohén:ton Karihwatehkwen is our “words before all else” that is spoken to give thanks to all that we have here today and to be thankful that we are all healthy and safe. It is meant to bring our minds together as one to accomplish our goals and ensure the survival of all living creation.

We play O Canada every morning for the same purpose of representing all students. The GEDSB vows to promote a learning environment that is inclusive of all students. Including the Thanksgiving Address alongside O Canada would be beneficial as it is an important and meaningful part of our culture. We currently have a land acknowledgement which is also a step forward in representing Indigenous students. Why not take that extra step and include the Thanksgiving Address to be played on the announcements to acknowledge our Indigenous students who attend all Grand Erie schools in both, elementary and high school. Ideally, it should be played every morning. Being both a Mohawk and Cayuga speaker myself, I think that it would honour both our languages and culture if we could hear the Opening Address daily at all schools in Grand Erie alongside the playing of O! Canada. I am prepared to work on this along with my two mentor trustees and Six Nations speakers to ensure that we have voice recordings of the Opening in Mohawk, Cayuga and perhaps Onondaga as well as an English translated copy to be read.

Response:

The Address is a protocol practiced specifically by the Haudenosaunee People. Historically, the Address has been incorporated into the opening exercises of several Grand Erie schools. The Indigenous Education Team supports the Address being recited as part of a school's opening exercises when Haudenosaunee students from the school request it. Mandatory recital without any requirement for staff and student learning around the background, purpose and protocols of the Address may result in a form of cultural appropriation. Therefore, the learning piece should be a necessary accompaniment to any requirement or choice to recite the Address in schools or board sites.

Further considerations must be taken into account before moving forward:

- The Address is a protocol specific to Haudenosaunee nations and some segments of the Six Nations community may not agree with making this mandatory in all schools. Therefore, consultation with the Six Nations community, particularly the Haudenosaunee Confederacy Council, should be a part of any decision.*
- A segment of the Six Nations community has strong feelings about the protocols around reciting the Address, for example, that the Address must be recited by a male; secondly, that the Address must be recited live, never by pre-recording; thirdly, that the Address must be recited in one of the Haudenosaunee languages. The protocols around the Address would need to be acknowledged and respected.*
- Many schools within the Grand Erie DSB district lay outside the Six Nations of the Grand River Territory and even the original Haldimand Tract.*
- Other indigenous nations and communities lie within the boundaries of the Grand Erie District School Board. How will the opening protocols specific to those be honoured?*

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Rita Collver, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the March 3, 2021 Committee of the Whole Board meeting as follows:

1. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of March 3, 2021 as information.

2. Board Approved Transportation Review

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2021-22 School Year.

3. Transportation Consortium Annual Report

THAT the Grand Erie District School Board receive the STSBHN Annual Report as information.

4. Student Trustee Selection 2021-22

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2021-22:

Grand Erie North: Reilly Mitchell

Grand Erie South: Carson Kitchen

Grand Erie Indigenous: Sierra Green

5. Information Technology Services Annual Update

THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

6. F7 Disclosure of Wrongdoing

THAT the Grand Erie District School Board forward Policy F7 Disclosure of Wrongdoing to all appropriate stakeholders for comments to be received by April 30, 2021.

7. SO24 Copyright – Fair Dealing Guidelines

THAT the Grand Erie District School Board approve Policy SO24 Copyright – Fair Dealing Guidelines as amended.

8. SO14 – Equity and Inclusive Education

THAT the Grand Erie District School Board forward Policy SO14 Equity and Inclusive Education to all appropriate stakeholders for comments to be received by April 30, 2021.

9. F101 Hospitality and Food Expenses

THAT the Grand Erie District School Board receive Procedure F101 Hospitality and Food Expenses as information.

10. P102 Procedures for Experiential Learning Programs

THAT the Grand Erie District School Board receive Procedure P102 Procedures for Experiential Learning Programs as information.

11. FT107 Asbestos

THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating Procedure FT107 Asbestos to all appropriate stakeholders for comments.

THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.

12. OPSBA Report

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

Respectfully submitted,

Rita Collver, 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: **Major Construction Project Report**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the use of up to \$474,245 from its Proceeds of Disposition reserves to support the funding plan for Mapleview Elementary School.

Mapleview Elementary School

Background:

The following is a status update for this new school build.

Project Scope:

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction included childcare and child and family program spaces. The old school (Fairview) was demolished following occupancy of the new elementary school.

Space:	New Construction	Gross Square Feet:	44,740
Total Project Budget:	\$11,388,529	Funding Source:	Capital Priorities Grant
Total Project Cost to Date:	\$12,303,769	Total Project Forecast Cost:	\$12,469,371
Architect:	Salter Pilon	General Contractor:	JR Certus

Status:

The project is complete.

Budget Summary:

The Ministry has completed its review of Grand Erie's submission and will be providing funding to support the additional cost pressures brought on by poor soils and the extended duration of construction. Prior to this request, Grand Erie had received \$11,216,539 for this project. The Ministry will be providing additional funding and access to existing reserves as follows:

- \$677,835 for land priorities to address the poor soils, and
- \$100,752 from unallocated Full Day Kindergarten funds, and
- \$474,245 from the Board's Proceeds of Disposition.

This will increase the total funding for the project to \$12,469,731 – matching the current forecasted expenditures resulting in the reclassification of all the unsupported capital for this project to supported.

Child Care Renovation at Hagersville Secondary School

Background:

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project.

Project Scope:

The general scope of the project is to renovate existing space at Hagersville Secondary School that will create a Child Care Program that will service 10 infants, 15 toddlers, and 24 preschoolers.

Space: Renovation

Gross Square Feet: 3,445

Total Project Budget: \$786,506

Funding Source: Capital Funding

Total Project Cost to Date: \$629,798

Total Project Forecast Cost: \$ 629,798

Architect: Grguric Architect Inc.

General Contractor: Platinum Construction Corp.

Timeline:

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
November 2019	Issue Tender	Complete
November 27, 2019	Close tender and seek Board approval to award contract amount of \$488,000	Complete
December 9, 2019	Tender approved by the Board	Complete
Jan 2020 to Nov 2020	Complete project construction work.	Complete
September 17, 2020	Substantial Performance	Complete
TBA	Official Ceremony	Outstanding
August 17, 2021	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on January 15, 2020 and renovations began February 2020. Construction has been completed with occupancy permit issued September 17, 2020. The tenant, Mississaugas of the Credit First Nation (MCFN), began its lease in November 2020. This project is complete.

Child Care Addition at Central Public School

Background:

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project. In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met to review the proposed scope of work for childcare center and the architectural drawings for the project.

Project Scope:

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group.

Space: Addition

Gross Square Feet: 5,673

Total Project Budget: \$2,056,000

Funding Source: Capital Funding

Total Project Cost to Date: \$2,006,421

Total Project Forecast Cost: \$2,110,372

Architect: Grguric Architect Inc.

General Contractor: Abcott Construction

Timeline:

Dates	Description	Status
September 2018	Complete all drawings and tender documents.	Complete
December 2019	Issue Tender	Complete
January 2020	Close tender and seek Board approval to award contract amount of \$1,711,731	Complete
February 2020	Tender approved by the Board	Complete
March to December 2020	Complete project construction work.	Ongoing
March 28, 2021	Substantial Performance	Complete
TBA	Official Ceremony	Outstanding
February 28, 2022	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on March 5, 2020 and construction started in mid-March. The exterior structure is built with windows and roofing systems, currently working on the exterior brick masonry and inside finishes. Substantial completion should be obtained on March 28, 2021 with the centre is expected to commence operations sometime in Mid-April.



Child Care Entrance



Child Care Room – finished

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quarterly Budget Report**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Quarterly Budget Report for the six months ended February 28, 2021 as information.

Background:

Consistent with Board Policy F2, the Quarterly Budget Report for the six months ended February 28, 2021 is attached.

Additional Information:

Business Services has reviewed the financial activity for the period September 2020 to February 2021, collected information from budget-holders, made spending assumptions for the next six months and compared forecasted expenditures against the Revised Estimates budget. Some of the highlights are summarized below:

- Revenues are expected to stay relatively stable. Any fluctuations with enrolment will be countered with an equal adjustment in the one-time Stabilization funding provided to School Boards.
 - The only revenue pressures anticipated are connected to the further loss of Community Use of School revenue (currently approximated at \$95,000) and decrease to our Education Service Agreements revenue as a result of lower enrolment than previously forecasted (\$300,000)
- We have included an additional \$2.8 million for Priority & Partnership Fund (PPF) targeting additional device and facility operations costs as they relate to COVID-19.
- Expenditures:
 - Anticipated in year pressure of the cost of replacement staff for teachers, educational assistants and early childhood educators of \$350,000 is expected.
 - \$1.2m additional spending on computers, tablets and devices which are primarily supported by anticipated PPF revenue.
 - \$300,000 savings anticipated in the reduction of the purchase of texts, materials, supplies, photocopying and other costs while schools operate under a pandemic.
 - Approximately \$400,000 in savings expected from decreased level of professional development participation and opportunities
 - Additional \$133,000 in additional Board administrative costs related to additional legal costs, and payroll support costs.
 - Facility operational costs are anticipated to be increase by over \$1.7m due to the announcement of additional funds to support HVAC investments across as the system, as well for the continuing costs of custodial costs, supplies, disinfectants and PPE.

The 2020-21 Revised Estimates reported a balanced budget. Although we remain conservative in our spending projections, the information summarized above and in the attached dashboard indicates that the Board is trending towards a balanced in-year budget. This biggest risk associated with the forecast presented are connected to the volatility and unpredictable nature of the COVID-19 pandemic.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
2020-21 Financial Forecast Report [Q2]
For the period ended August 31, 2021

Summary Comparison of Revised Budget versus Estimates Budget

(\$ Figures in Thousands)	2020-21 Estimates	2020-21 Revised	2nd Quarter Forecast	Variance	
				\$	%
Revenue					
Provincial Grants (GSN)	297,906	299,645	299,505	(140)	0.0%
Grants for Capital Purposes	4,047	5,651	5,651	-	0.0%
Other Non-GSN Grants	5,558	13,683	16,507	2,824	17.1%
Other Non-Grant Revenues	8,391	8,494	8,099	(395)	-4.9%
Amortization of DCC	17,760	15,452	15,452	-	0.0%
Total Revenue	333,662	342,925	345,214	2,289	0.7%
Expenditures					
Classroom Instruction	228,808	233,130	233,826	696	0.3%
Non-Classroom	29,126	29,147	28,820	(326)	-1.1%
Administration	7,876	7,847	7,960	113	1.4%
Transportation	14,590	14,173	14,008	(165)	-1.2%
Pupil Accommodation	49,771	47,481	49,452	1,971	4.0%
Contingency & Non-Operating	3,490	11,148	11,148	-	0.0%
Total Expenditures	333,662	342,925	345,214	2,289	0.7%
In-Year Surplus (Deficit)	0	(0)	-	0	-
Prior Year Accumulated Surplus for compliance	2,960	3,284	3,284	-	0.0%
Accumulated Surplus (Deficit) for compliance	2,960	3,284	3,284	324	9.9%

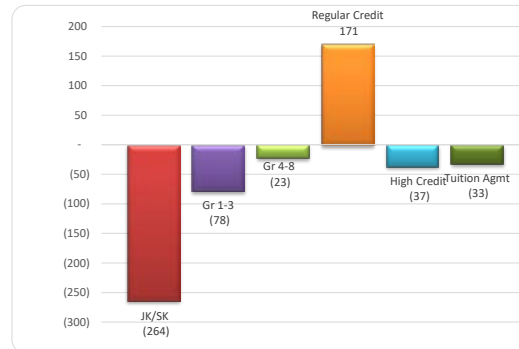
Summary of Enrolment

ADE	20-21 Estimate	20-21 Revised Estimate	Variance	
			#	%
Elementary				
JK/SK	3,522	3,258	(264)	-8.2%
Gr 1-3	5,377	5,299	(78)	-1.5%
Gr 4-8	9,304	9,281	(23)	-0.3%
Total Elementary	18,203	17,838	(365)	-2.1%
Secondary <21				
Regular Credit	7,051	7,221	171	2.3%
High Credit	37	-	(37)	-74.0%
Tuition & Visa	461	428	(33)	-6.0%
Total Secondary	7,548	7,649	101	1.3%
Total Board	25,751	25,487	(264)	-1.0%

Summary of Staffing

FTE	20-21 Estimate	20-21 Revised Estimate	Variance	
			#	%
Classroom				
Teachers	1,625.3	1,690.8	65.5	4.0%
Early Childhood Educators	124.0	129.0	5.0	4.0%
Educational Assistants	331.0	331.0	-	0.0%
Total Classroom	2,080.3	2,150.8	70.5	3.4%
School Administration	226.9	232.9	6.0	2.6%
Board Administration	63.5	63.5	-	0.0%
Facility Services	208.1	222.1	14.0	6.7%
Coordinators & Consultants	41.5	41.5	-	0.0%
Paraprofessionals	50.0	50.0	-	0.0%
Child & Youth Workers	17.0	17.0	-	0.0%
IT Staff	31.0	31.0	-	0.0%
Library	12.7	12.7	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	7.0	7.0	-	0.0%
Continuing Ed	8.9	8.1	(0.8)	-9.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	686.7	705.8	19.2	2.8%
Total	2,767.0	2,856.6	89.7	3.2%

Changes in Enrolment: Budget v Forecast



Grand Erie District School Board
2020-21 Financial Forecast Report [Q2]
Revenues
For the period ended August 31, 2021

(\$ Figures in Thousands)

(\$ Figures in Thousands)	Budget Assessment					Material Variance Note
	Estimate	20-21 Revised	2nd Quarter Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues						
Pupil Foundation	141,836	140,369	140,369	-	0.0%	
School Foundation	20,811	20,753	20,753	-	0.0%	
Special Education	38,547	38,317	38,317	-	0.0%	
Language Allocation	4,269	4,269	4,269	-	0.0%	
Supported School Allocation	18	18	18	-	0.0%	
Rural and Northern Education Funding	622	1,151	1,151	-	0.0%	
Learning Opportunities	4,178	4,600	4,600	-	0.0%	
Continuing and Adult Education	1,449	1,449	1,449	-	0.0%	
Teacher Q&E	27,598	26,818	26,818	-	0.0%	
ECE Q&E	1,840	1,706	1,706	-	0.0%	
New Teacher Induction Program	129	129	129	-	0.0%	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,685	13,652	13,512	(140)	(1.0%)	a.
Administration and Governance	7,727	7,686	7,686	-	0.0%	
School Operations	26,499	26,441	26,441	-	0.0%	
Community Use of Schools	362	362	362	-	0.0%	
Declining Enrolment	805	1,369	1,369	-	0.0%	
Indigenous Education	2,917	3,301	3,301	-	0.0%	
Support for Students Fund	2,816	2,816	2,816	-	0.0%	
Program Leadership Grant	367	367	367	-	0.0%	
Mental Health Workers Allocation	504	502	502	-	0.0%	
Safe Schools Supplement	746	906	906	-	0.0%	
Permanent Financing - NPF	-	311	311	-	0.0%	
Support for Covid-19 Outbreak Allocation	262	262	262	-	0.0%	
Stabilization Funding	-	2,171	2,171	-	0.0%	
Total Operating Grants	297,906	299,645	299,505	(140)	(0.0%)	
Grants for Capital Purposes						
School Renewal	2,937	2,937	2,937	-	0.0%	
Temporary Accommodation	397	391	391	-	0.0%	
Short-term Interest	200	200	200	-	0.0%	
Debt Funding for Capital	3,098	3,098	3,098	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(2,585)	(975)	(975)	-	0.0%	
Total Capital Purposes Grants	4,047	5,651	5,651	-	0.0%	
Other Non-GSN Grants						
Priority & Partnership Fund (PPF)	3,521	8,593	11,417	2,824	80.2%	b.
Federal COVID-19 Funding	-	2,935	2,935	-	100.0%	
Other Federal & Provincial Grants	2,037	2,155	2,155	-	0.0%	
Total Non-GSN Grants	5,558	13,683	16,507	2,824	50.8%	
Other Non-Grant Revenues						
Education Service Agreements - Six Nations	5,943	5,892	5,592	(300)	(5.0%)	c.
Education Service Agreements - MCFN	607	554	554	-	0.0%	
Other Fees	45	145	145	-	0.0%	
Other Boards	210	210	210	-	0.0%	
Community Use & Rentals	680	717	622	(95)	(14.0%)	d.
Miscellaneous Revenues	905	976	976	-	0.0%	
Non Grant Revenue	8,391	8,494	8,099	(395)	(4.7%)	
Deferred Revenues						
Amortization of DCC	17,760	15,452	15,452	-	0.0%	
Total Deferred Revenue	17,760	15,452	15,452	-	0.0%	
TOTAL REVENUES	333,662	342,925	345,214	2,289	0.7%	

Explanations of Material Grant Variances

- a. Reduction in GSN funding due to impact of school closures on transportation costs
- b. Priority & Partnership Funding released after Revised Estimates
- c. Decrease as a result of lower enrolment of students on an Education Service Agreement
- d. Decrease in revenue due to community rentals not available due to COVID-19 restrictions

Notes:

- 1. Estimate is the 2020-21 Estimate Budget as approved by the Board in August 2020

Grand Erie District School Board
2020-21 Financial Forecast Report [Q2]
Expenses
For the period ended August 31, 2021

(\$ Figures in Thousands)

(\$ Figures in Thousands)

	Budget Assessment					Material Variance Note
	Estimate	20-21 Revised	2rd Quarter Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction						
Teachers	171,443	173,342	173,407	65	0.0%	
Supply Teachers	6,288	6,288	6,638	350	5.6%	a.
Educational Assistants	17,555	17,544	17,582	37	0.2%	
Early Childhood Educators	6,787	6,797	6,714	(84)	(1.2%)	
Classroom Computers	3,285	4,997	6,243	1,246	37.9%	b.
Textbooks and Supplies	9,437	9,735	9,436	(300)	(3.2%)	c.
Professionals and Paraprofessionals	9,585	9,973	9,802	(171)	(1.8%)	d.
Library and Guidance	3,446	3,467	3,414	(54)	(1.6%)	
Staff Development	583	586	191	(396)	(67.9%)	e.
Department Heads	400	400	400	-	0.0%	
Total Instruction	228,808	233,130	233,826	696	0.3%	
Non-Classroom						
Principal and Vice-Principals	14,536	14,629	14,872	243	1.7%	f.
School Office	7,413	7,422	7,078	(344)	(4.6%)	g.
Co-ordinators and Consultants	5,599	5,680	5,430	(250)	(4.5%)	
Continuing Education	1,577	1,416	1,441	25	1.6%	
Total Non-Classroom	29,126	29,147	28,820	(326)	(1.1%)	
Administration						
Trustees	287	288	267	(20)	(7.1%)	
Director/Supervisory Officers	1,487	1,452	1,452	-	0.0%	
Board Administration	6,103	6,107	6,240	133	2.2%	h.
Total Administration	7,876	7,847	7,960	113	1.4%	
Transportation	14,590	14,173	14,008	(165)	(1.1%)	
Pupil Accommodation						
School Operations and Maintenance	24,830	24,871	26,842	1,971	7.9%	i.
School Renewal	2,937	2,937	2,937	-	0.0%	
Other Pupil Accommodation	3,598	3,598	3,598	-	0.0%	
Amortization & Write-downs	18,406	16,075	16,075	-	0.0%	
Total Pupil Accommodation	49,771	47,481	49,452	1,971	4.0%	
Contingency & Non-Operating	3,490	11,148	11,148	-	0.0%	
TOTAL EXPENDITURES	333,662	342,925	345,214	2,289	0.7%	

Explanations of Material Grant Variances

- a. Increase due to anticipated higher usage in sick time
- b. Increase due to the purchase of additional devices
- c. Decrease due to reduced spending on textbooks and supplies, mileage as a result of COVID-19
- d. Lower salary and benefit costs - timing and use of COVID funding
- e. Decrease due to lower than anticipated utilization and participation in professional development
- f. Increase due to the use of retired staff utilized for recruiting and school supports
- g. Decrease due to under-utilized clerical pool hours, lower phone costs
- h. Increased legal fees, additional payroll contract fees
- i. Additional costs for HVAC and COVID-19 supplies, funded through recently announced PPFs

Notes:

1. Estimate is the 2020-21 Estimate Budget as approved by the Board in August 2020



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award - Roof Rehabilitation at McKinnon Park Secondary School**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract award for the roof rehabilitation project at McKinnon Park Secondary School to **BML Roofing Systems Inc.** in the amount of \$1,737,071 plus HST.

Background

The Board issued Tender 2021-11-T on February 1, 2021, for roof rehabilitation at McKinnon Park Secondary School, with a closing date of March 5, 2021. The scope of the project focused on the rehabilitation of Roof Areas 204 and 204A.

Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$1,790,900
Atlas-Apex Roofing Inc.	\$1,778,006
BML Roofing Systems Inc	\$1,698,771
Bothwell-Accurate Co. Inc.	\$1,855,157
Flynn Canada	\$1,759,400
Provincial Industrial Roofing	\$1,863,998
Roque Roofing Inc.	\$1,790,582
Schreiber Brothers Ltd.	\$1,893,530
Simple Gooder Roofing	\$1,829,000

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **BML Roofing Systems Inc.** being the lowest Bidder for the Stipulate Bid Price. This aligns closely with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$1,698,771
Upgrade warranty period from 20 to 25 years	\$13,500
Supply and install new ladders and guard rails	\$24,800
Total	\$1,737,071

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Roof Rehabilitation at Echo Place School**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Echo Place School from **Roque Roofing Inc.** in the amount of \$504,835 plus HST.

Background

The Board issued Tender 2021-12-T on February 17, 2021, for roof rehabilitation at Echo Place School, with a closing date of March 17, 2021. The scope of the project focused on the rehabilitation of Roof Areas 102, 103, 104, 105, 106, 107, 201, 202 and 203.

Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$499,650
Atlas-Apex Roofing Inc.	\$522,263
BML Roofing Systems Inc	\$516,455
Bothwell-Accurate Co. Inc.	\$541,760
Flynn Canada	\$529,630
Provincial Industrial Roofing	\$522,980
Roque Roofing Inc.	\$491,335
Schreiber Brothers Ltd.	\$562,470
Semple Gooder Roofing	\$570,100

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Roque Roofing Inc.** being the lowest Bidder for the Stipulated Bid Price. This aligns closely with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$491,335
Upgrade warranty period from 20 to 25 years	\$13,500
Total	\$504,835

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Roof Rehabilitation at Pauline Johnson Collegiate and Vocational School**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Pauline Johnson Collegiate and Vocational School from **Atlantic Roofers Ontario Ltd.** in the amount of \$771,300 plus HST.

Background

The Board issued Tender 2021-12-T on February 17, 2021, for roof rehabilitation at Pauline Johnson Collegiate and Vocational School, with a closing date of March 17, 2021. The scope of the project focused on the rehabilitation of Roof Areas 102, 103, 202, 203, 204, 205, 212 and 304.

Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$758,000
Atlas-Apex Roofing Inc.	\$792,561
BML Roofing Systems Inc	\$779,800
Bothwell-Accurate Co. Inc.	\$841,750
Flynn Canada	\$799,500
Provincial Industrial Roofing	\$837,500
Roque Roofing Inc.	\$809,000
Schreiber Brothers Ltd.	\$785,980
Simple Gooder Roofing	\$819,300

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Atlantic Roofers Ontario Ltd.** being the lowest Bidder for the Stipulated Bid Price. This aligns closely with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$758,000
Upgrade warranty period from 20 to 25 years	\$13,300
Total	\$771,300

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Roof Rehabilitation at River Heights School**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at River Heights School from **Atlas-Apex Roofing Inc.** in the amount of \$599,902 plus HST.

Background

The Board issued Tender 2021-12-T on February 17, 2021, for roof rehabilitation at River Heights School, with a closing date of March 17, 2021. The scope of the project focused on the rehabilitation of Roof Areas 102, 105, 201, 202, 203, 204, and 301.

Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$635,800
Atlas-Apex Roofing Inc.	\$560,279
BML Roofing Systems Inc	\$662,595
Bothwell-Accurate Co. Inc.	\$584,270
Flynn Canada	\$601,020
Provincial Industrial Roofing	\$605,320
Roque Roofing Inc.	\$611,700
Schreiber Brothers Ltd.	\$585,555
Simple Gooder Roofing	\$653,400

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Atlas-Apex Roofing Inc.** being the lowest Bidder for the Stipulated Bid Price. This aligns closely with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$560,279
Upgrade warranty period from 20 to 25 years	\$10,620
Windowsill and sealant repairs	\$4,875
Access ladders	\$24,128
Total	\$599,902

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – February 2021**
DATE: March 29, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of **February 2021** in the amount of \$17,256,932.84 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



H-1-b Special Education Advisory Committee SEAC 20-05

Virtual MS Teams
Thursday, January 21, 2021 – 6:00 p.m.

MINUTES

SEAC Members

Present: L. Boswell, P. Boutis, C. Brady, T. Buchanan, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, W. Rose, T. Sault, J. Trovato, Chair T. Waldschmidt, T. Wilson.

Regrets: M. Carpenter, L. Scott, R. Winter.

Resource Staff

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

Recorder: P. Curran.

Guests:

Present: J. Gemmill – ITS Staff, C. A. Sloat – Alternate Trustee, C. Smith – Manager Business Services.

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

L. Boudreault will monitor the chat.

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

i. Add C-1 Business Arising (b) Self-Contained Classrooms – R. Collver

ii. Add H-1 Community Updates (a) Woodview – A. Detmar

Moved by: M. Gatopoulos

Seconded by: C. Brady

THAT the SEAC 20-05 Agenda for Thursday, January 21, 2021 be approved as amended.

CARRIED

B-1 Timed Items T. Waldschmidt

(a) Election - SEAC Chair and Vice-Chair L. Thompson / P. Curran

Superintendent Thompson conducted the election in accordance with Grand Erie DSB Bylaw 8 SEAC Committee Terms of Reference.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

i. SEAC Chair

Nominations from the floor for the position of SEAC Chair were called for three times.

W. Rose requested her name be accepted for nomination from the floor.

As no other candidates were forthcoming W. Rose was declared SEAC Chair for the 2021 calendar year.

ii. SEAC Vice-Chair

Nominations from the floor for the position of SEAC Vice-Chair were called for three times.

P. Boutis requested her name be accepted for nomination from the floor.

As no other nominations were forthcoming, P. Boutis was declared the SEAC Vice-Chair for the 2021 calendar year.

Superintendent Thompson congratulated both members and thanked them for their willingness to participate in leadership positions of the Committee. She thanked Trustee Waldschmidt for his demonstrated leadership during the past year.

W. Rose assumed the duties of Chair for the remainder of the meeting.

(b) Financial Update – Special Education Funding, Grants, Expenditures and Reserves 2020-21 C. Smith, Manager
Manager Business Services

Ms. Smith shared a budget review document and explained the different types of funding available to support students with special needs.

i. Grants for Special Education

Provides school boards with additional funding to support students who need special programs, services and/or equipment.

It may only be used for special education and any unspent funding must be treated as deferred revenue.

Funding is generated using enrolment. It is application based using board demographics and actual costs.

ii. Available Funding Sources

- Differentiated Special Education Needs Amount (DSENA) Allocation \$20.2 M
- Special Equipment Amount (SEA) Allocation \$1.0 M
- Special Incidence Portion (SIP) Allocation \$0.3 M
- Care, Special Education Per Pupil Amount (SEPPA) Allocation \$16.0 M
- Mental Health and Well-Being Grant \$0.0868 M



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

- Treatment, Custody and Correctional Amount (CTCC Amount)) Allocation \$0.5 M
- Behaviour Expertise Amount (BEA) Allocation \$0.4 M

iii. Priorities and Partnerships Fund (PPFs)

Details for amounts and requirements for spending are usually outlined in a transfer payment agreement and are generally short term.

Allocations for 2020-21 are as listed below:

COVID Special Education	\$215,620
COVID Mental Health	\$218,199
COVID Mental Health II	\$134,806
After School Skills Development	\$80,710
Promote Well Being	\$19,637

iv. 2020-21 Budget and Related Challenges

Elementary \$27 M
Secondary \$12.8 M

The total budget of \$39.8 M represents a \$0.6 M deficit of the special education funding of \$39.2 M.

The outbreak of the Corona Virus, COVID-19 has created many challenges for educators and school board staff.

While educators pivot to meet student needs, school boards follow government directions that will help keep students and staff safe and engaged.

Technological access for remote learning is required as well as updating and refreshing aging school technology.

Testing, quarantines and treatment for COVID-19 symptoms leads to increased absenteeism and put a strain on administration and teaching staff.

Other challenges include controlling staffing costs, WSIB claims, containing the cost of utilities, and litigation involving staff and other grievances often as a result of legislative changes.

(c) 2021-22 Special Education Budget Process

A budget survey will be released in February. SEAC members are encouraged to submit their ideas for additions / deletions / changes to the Recording Secretary for compilation.

Members would like a more detailed discussion as a timed item at the February meeting.

Ms. Smith will create a glossary of terms for SEAC.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

- (d) Member Re-Introductions W. Rose

Each member introduced themselves and spoke a little about their interest in Special Education or their agency's services.

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

- (a) Ratification of Minutes December 17, 2020

The Education Act excerpt at the bottom of page three needs to be closed.

Moved by: K. Jones

Seconded by: L. Boswell

THAT the minutes for SEAC 20-04 be approved as amended.

CARRIED

- (b) Allocation of Self-Contained Classrooms for 2021-22 J. White

Ms. White presented highlights from an updated report that was provided to the Board of Trustees on January 11. She noted staff continues to ensure a focus on universal design and differentiated instruction are present in the regular classroom and that all Tier 1 supports have been exhausted before considering self-contained placement.

Staff works hard to minimize the number of changes students experience, but natural grade and/or age progression and other factors influence essential change.

When planning for the upcoming year, recommended changes were put into two groups, Renaming / Refocusing and New Classes / Closures.

- i. Renaming and Refocusing of Self- Contained Classrooms

- a) Rename "Russell Reid Elementary Autism Class" to "Strategy Class for Autism".

The goal of this classroom is to learn through Applied Behaviour Analysis (ABA) strategies and to eventually generalize skills and transition to a self-contained environment that better supports their growing independence. The class capacity would increase to 8.

- b) Rename "Elementary and Secondary self-contained classrooms for Multi-Handicap and Autism" to "Intensive Support Classrooms".

Renaming reflects students' learning needs and program pathway rather than exceptionality. Alternative programming in these classrooms is driven by individual student need, with adults facilitating independence and life skills where possible.

- ii. Classroom Closures and New Classrooms

- a) Collapse both Elementary self-contained "Classes for Gifted Learners" into one centrally located class.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

Given the projected enrolment for 2021-22 school year, it is recommended that both Jarvis Public and Centennial Grand Woodlands Gifted Classes collapse into one. The relocation of the collapsed class to a more central area of the school board needs to occur to ensure continued opportunities for support in the self-contained setting when gifted learners demonstrate needs and an exceptionally high performance that make intervention in the regular class difficult.

Increased focus on the development of an expanded model of support for gifted students in regular programs will be explored during the Spring of 2021, with a goal of a pilot project in this area for the 2021-22 school year.

b) Closure of Elementary Strategies - Behaviour Class at Bellview School in Brantford

Following the introduction of the Complex Behaviour Intervention Team (CBIT) in 2018-19, increased capacity of CBIT to work with more students has resulted in the projected lower enrolment for the Strategies – Behaviour Elementary level in Brantford.

c) Closure of one Secondary Bridge Classroom in Haldimand

Currently the projected need for students requiring a Bridge partially contained placement in Haldimand does not support the need for two classes at Cayuga Secondary.

d) Open one Secondary Life Skills Classroom in Brantford.

Currently the projected need for students requiring a Life Skills self-contained placement at the secondary level in Brantford exceeds the number of spaces available.

e) Open one Secondary Intensive Support Classroom – Autism Spectrum Disorder (ASD) in Haldimand.

Currently the projected need for students requiring an Intensive Support – ASD self-contained placement at the secondary level in Haldimand exceeds the number of spaces available.

Summary

Staff have been in contact with education partners on Six Nations of the Grand River and Mississauga's of the Credit regarding several students who will require special education placements in Grand Erie secondary schools in September 2021.

Staff whose schools will be impacted by the changes will be notified by the Principal Leader for Special Education. All changes are subject to final budget approval by the board.

Members would like to remain informed on the board's plan to ensure gifted students receive the support they need for their particular learning styles.

The Recording Secretary will share the full board report with SEAC.



H-1-b Special Education Advisory Committee SEAC 20-05

Virtual MS Teams
Thursday, January 21, 2021 – 6:00 p.m.

D-1 New Business

W. Rose

- (a) Standard 10 – Individual Education Plans including Appendix G – IEP L. Boudreault

Ms. Boudreault explained this standard is a summary to provide a description on how IEP are developed and to demonstrate compliance to the Ministry requirements while keeping parents informed.

She spoke about the proposed text and asked for questions from members.

The complete Ministry standards can be found in:

[Appendix E-1 Standards for Individual Education Plans \(IEPs\)](#)

Discussion:

R. Collver prefers the brief two-page original design and asked if the reference to the Appendix could include a link to the brochure (Parents' Guide to Special Education – IEP).

W. Rose asked that the phrase “as applicable” be added to the identification statement.

W. Rose also asked if steps could be included to demonstrate how parents could instigate an IEP.

K. Jones asked if parents seeking to develop an IEP could be referred to the Roadmap as it has a lot of good information.

L. DeJong asked if the top section could be made less wordy and more parent friendly?

L. Boswell asked if more definition could be provided to parents on how to initiate the steps for dispute resolution, e.g., how do they request a meeting.

P. Boutis commented the flow chart is not a typical dispute resolution process which usually involves one process. This seems rather a ‘how to’ escalate a concern until resolution is achieved. May be more appropriate to rename it as a progressive dispute resolution process.

Ms. Boudreault will take the suggestions under consideration and provide a revised document.

- (b) Accessibility Awareness Month Update K. Mertins / L. Boudreault

The Rick Hanson Foundation (RHF) provided 12 ambassadors from across the country who presented three 30 to 45-minute virtual sessions to students in one of the four grade levels K-2; 3-5, 6-8 and 9-12.

Sessions were offered to teachers through MS Teams, but added one Zoom meeting as virtual teachers could not be in two Team meetings at a time.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

Speakers shared their lived experience and positive messages about accessibility and inclusion. Students were then invited to pose questions or comments through a moderated chat session.

Classroom teachers were provided with pre- and post- presentation activities from RHF.

Ms. Boudreault noted 132 teachers registered for the sessions but knows some teachers shared and some teachers returned to a second or third session.

There was something special about the way the schools across our board connected. The level of participation in the sessions including the quality of the questions posed by students to the presenters and the resulting rich discussions about accessibility and inclusion were impressive.

The virtual presentations allowed rich discussions as kids were not self conscious or less worried about censorship when asking questions. They seemed to gain a sense of safety from the virtual presentation that enabled them to ask hard questions. Some questions were very personal, and ambassadors were incredible at handling them and giving students honest answers.

One student asked a man from Nova Scotia how he got into bed as he was in wheelchair. He was able to pick up his laptop and showed students how his room and his washroom were organized.

One student asked the presenter if she liked having a disability which caught the presenter off guard. She paused and said, "I've always had a disability and I like who I am so I can't imagine my life with out it". Emotions were overwhelming at this very powerful moment.

One teacher shared that as they were closing down the presentation, many students put their comments in chat and told the presenter how inspiring she was; she told them she is not an inspiration until they (students) go out and do something that changes something.

It was a very magical experience. Would recommend a virtual experience again for this type of presentation. This is one of the unexpected benefits we have gleaned from coping with COVID.

RHF is providing usage data for inclusion in the mid-year board report and they are also writing an impact article about Grand Erie's work to raise accessibility awareness. Some teachers have already booked additional presentations.

(c) Update with Respect to Special Education During Further School Closures J. White

March to June 2020, saw staff in crisis learning and preparing to pivot to distance learning, if required.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

The new format ensured Educational Assistants were provided with technology for use at home and given training links, instructions and resources on what type of support they could provide.

System staff continue to support through virtual platforms, and adjustments have been made where necessary to limit any interruption of service during the school closure period.

In accordance with Ministry direction, most students with special education needs will receive virtual education. In some instances, students may need the opportunity to return to in person learning during the school closure period.

Several stories showing how staff are supporting virtual learning were shared. In one instance, the Complex Behaviour Team helped create duplicates of the types of things they will do online so parents would have the material at home to better assist their child to participate in the learning.

Staff have received several examples of success in virtual environments and have discovered that some students are able to better participate virtually in speech and language supports provided by Communication Disorders Assistants.

E-1 Other Business W. Rose

(a) None

F-1 Standing Items W. Rose

(a) Policy/Procedures Out for Comment L. Thompson

Every effort will be made to provide updated policy and procedures that are available for input, but members are reminded they are always posted on the board's website <https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols> with timelines and instructions for commenting.

G-1 Information Items W. Rose

(a) PAAC on SEAC Survey Results and Advice W. Rose

This is a good resource. The Chair and Vice-Chair will review and bring suggestions back to the committee members.

Superintendent Thompson advised she wanted to ensure members know the annual events created for our committee was based on the PAAC on SEAC suggestions with the addition of specific Grand Erie items.

Superintendent Thompson also reminded members we are at the beginning of the budget process, so this suggestion is very timely, but cautioned that there are finite resources available and the addition of any service or program usually translates to the reduction or elimination of another.



Special Education Advisory Committee SEAC 20-05

H-1-b

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

H-1 Community Updates W. Rose

(a) Woodview Mental Health and Autism Services A. Detmar

Ms. Detmar provided a follow up on their new Autism Services which is now up and running in Brantford.

The organization has obtained space on Bell Lane at Brantwood Community Services and there is not much of a wait list for services.

I-1 Correspondence W. Rose

(a) None

J-1 Future Agenda Items and SEAC Committee Planning W. Rose

(a) Budget Priorities and best method for discussion.

K-1 Next Meeting W. Rose

(a) Thursday, February 18, 2021 | MS Teams | 6:00 p.m.

L-1 Adjournment W. Rose

Moved by: J. Jones

Seconded By: P. Boutis

“**THAT** the SEAC 20-05 meeting of January 21, 2021 meeting be adjourned at 8:07 p.m.”

CARRIED



MINUTES

Present: Claudine VanEvery-Albert (Chair), Jeff Benner, Greg Carruthers, Griffin Cobb, Rita Collver, Pam Davis, Mike Degroote, Misty Hill, Jessie Hooper, Cathi Krueger, David Lloyd, Denise Martins, Jeannie Martin, Luanne Martin, Michelle Moniz, Anne Noyes, Audrey Powless-Bomberry, Joe Tice, Melissa Turner, Sherri Vansickle, Sharon Williams, Hailey Thomas Wilson

Regrets:

Recorder: S. Doolittle

A - 1 Opening

Haudenosaunee Thanksgiving Address given by Sharon Williams.

Land Acknowledgement Statement given by Denise Martins.

Round table participating members were introduced by Jeannie Martin.

(a) Agenda Additions/Deletions/Approval

Additions to Discussion items

- Mohawk Language Courses
- Update on an end of the year social
- P02 – Honouring Indigenous History, Cultures and Traditions

(b) Approval of Minutes – December 1, 2020

Moved by: L. Martin

Seconded by: S. Vansickle

That the Minutes of the Native Advisory Committee meeting held December 1, 2020 be approved by consensus.

B - 1 School Reports – Hagersville Secondary School

J. Benner

(a) Student Voice

M. Turner

- Student: Kolbi - Grade 12

Things That Stand Out:

The information board and poster by the front door is very welcoming and positive. Having Orange Shirt Day and activities communicate their recognition of the Haudenosaunee/Anishinaabe and their treaties.

The staff are very friendly when students come in.

Overall Area of Strength: A welcoming environment

Areas for Improvement: Having a cultural mentor for not just Native kids but a place where everybody is welcome



Suggested Next Step: The opening address in the morning, to have the students record in saying the address in their language.

Having a dedicated cultural mentor at HSS for when the school counsellor is not available

- Student: Ozawamkwaikwe – Grade 9

Things That Stand Out: There has been a lot of positive growth

The information board and poster by the front door is very welcoming and positive

Area for Improvement:

The opening announcements recorded by the students in their language.

(b) **Principals Report**

J. Benner

J. Benner submitted the Principal's Report template to the committee giving a list of the activities and community engagements. Highlights of the report included:

- Current nominal roll enrollment – 101 students
- N courses offered: Native Language: 1 Class (9); NAC10: 3 Classes (25, 20, 16); NAC20: 1 Class (10); NBE3U: 2 Classes (18, 11) NBE3C: 2 Class (18, 14) NBE3E 1 Class (13); NBV3E: 2 classes (6, 23); NAC2O: 13
- All Grade 9 students take NAC10 instead of AVI1O
- Celebrating Indigenous Students Success event
- Youth Life Promotions – Facilitated visits to Amani Acres and workshops in Physical Education courses
- Social Singing Group
- Interdisciplinary Course offered at NewStart. Theme is Corn and it is worth two credits.
- EcoSource & Kayanese – Facilitated learning around traditional plants and significance, provided opportunities for volunteer hours
- Rising Stars Leadership events – “Run the Right Way” Grade 9 students went to Six Nations and MCFN elementary schools
- SWAC will be running in April after being closed for Quads 1 & 2. A new location has been set up and programming realigned to refresh the program.

L. Martin thanked J. Benner for all the efforts that Hagersville Secondary is doing.

A.Powless-Bomberry remarked on the great effort Hagersville Secondary is doing for the programs on Six Nations and that the students will be more engaged with the sharing of their Haudensaunee culture.



C. VanEvery-Albert requested a synopsis of the HSS Principal Report be provided for her to share with the Provincial Indigenous Trustees Association.

ACTION:

J. Benner will connect with J. Martin for assistance on putting this synopsis together.

D. Martins thanked C. VanEvery-Albert for her advocacy to share this report.

A. Powless-Bomberry also asked to share this report with the Six Nations Council and asked if the minutes could be shared with council.

D. Martins – These NAC minutes are documented on the board website after they are presented to the board and approved. Thereafter, they are public and can be shared.

C – 1 New Positions to Indigenous Education Team

D. Martins

- The board has approved two new positions to the Indigenous Education Team – Principal Leader for Indigenous Education & Equity and an elementary panel Indigenous Engagement & Support teacher.
- This will expand the team from four currently: J. Tice, M. Moniz, D. Martins and J. Martin who is under the Education Services Agreement.
- Expanding the team is very critical to moving forward successfully with the cultural competency work we have committed to do. It will also broaden our work to build the continuum and support from kindergarten to Grade 12 within Grand Erie.
- These are permanent positions and it is hoped they will both be filled and functioning by mid-March.

Questions

A. Powless-Bomberry – What will be their contact with Six Nations and Mississauga's of the Credit? When will they be starting?

D. Martins – They would like to have both positions in place prior to March break.

- The Principal Leader for Indigenous Education & Equity will work with this and the IEAC committees, be the contact for the Six Nations Lifelong Learning Task Force and the Education Director of Mississauga's of the New Credit, in consultation with D. Martins, will oversee the coordination of REAs, ESAs and Jordan's Principle agreements.
- The Indigenous Engagement & Support for Elementary person will work in parallel to the secondary Indigenous Engagement & Support teacher, Michelle Moniz, and be included in the Grade 8 transitions work coordinated by J. Martin and the transition teacher.

D – 1 Cultural Mentors' Update

J. Martin

- Hailey Thomas-Wilson is the Cultural Mentor at McKinnon Park Secondary School and started in November.



- Misty Hill is the Cultural Mentor at Hagersville Secondary and started in January.
- The third position to support the students at Tollgate and the Virtual Learning Academy was previously filled but is now vacant.
- (a) Hailey Thomas – Wilson
 - Activities include:
 - Doing online presentations to support the NBE and NAC (Indigenous Art) courses to provide local context and lived experience to course content.
 - Because a lot of MPSS students have chosen virtual learning, spend time connecting with them and trying to find ways to keep them engaged
- (b) Misty Hill
 - Activities include:
 - Working with the teachers in the Native Studies class and the Science program
 - Met with EcoSource to get virtual workshops going with them
 - Exploring outside learning space ideas
 - Organizing Native students room with social distancing
 - Meeting with former HSS Cultural Mentor to ensure continuity of programming

E – 1 Cultural Competency Training Plan

J. Tice

- The Indigenous Education Team has developed a Cultural Competency plan that will span the next three-years. It will consist of a six-part series that will be offered at different times with the goal of engaging all Grand Erie employees by the end of year three.
- The plan includes a final phase that will address cultural safety in all Grand Erie workplaces
- This training plan will start this Spring with administrators and system managers. In the Fall, sessions will take a local focus with local speakers on local reserve economies, land issues, etc.
- Our Team is involved in an initiative by one of our community partners, NPAAMB, to develop a Cultural Competency train the trainer program. We are hopeful this experience will inform our training in Grand Erie.
- A. Powless- Bomberly asked if the NPAAMB information could be sent to her.

ACTION

– J. Tice will send out the information to the committee members

- Extra information added by J. Tice, a special presentation is being offered to all Grand Erie staff, “Re-envisioning Indigenous Education” by Nigaan Sinclair. This special presentation has been further opened up to Six Nations and Mississaugas of the Credit First Nation school staff.

L. Martin asked if she could sit in on the Nigaan Sinclair presentation.



J. Tice – The first Nigaan Sinclair is sponsored by our NTIP program and is open to educators.

ACTION:

J. Tice will send out to the NAC committee members an invite to the February 16, 2021 presentation by Nigaan Sinclair.

F – 1 Grand Erie-Six Nations Education Services Agreement

J. Martin

Comments and questions arising from the ESA presentation to Six Nations Elected Council Meeting held on January 26, 2021 included:

- Positive feedback on the NBE program that is offered as the only option in Grade 11 to all students.
- Question regarding why the students with special needs don't have the option to go to any of the schools
- Questioning how Six Nations students are managing through the pandemic and the online learning and what kinds of supports we have in place for them
- One comment was they would like to see more in terms of plans forward that the board has in place, such as Indigenous land-based learning and cultural competency training.
- J. Martin noted that it is interesting that the two suggestions mentioned by SNEC Councillors are current initiatives of the board.
- A. Powless-Bomberry – asked that we use the language 'students with special needs', rather than special needs students.
- C. VanEvery-Albert commented that she continues to have concerns around the late timing of this report to Six Nations Council and the length of time it takes for the board to respond to data requests regarding Six Nations' students.
- D. Martins reminded the Committee the board can only provide data that is specifically outlined in the ESA. Any additional data requests must follow the process for amendments to be made and articulated in appendix 3 of the ESA.

G – 1 Six Nations Students Transitions

J. Martin

- Currently in the midst of the Grade 9 registrations process.
- We are tracking 121 Six Nations Grade 8 students who are coming into Grade 9 September 2021. As of today, we have received 48 registration packages. J. Martin commented this is fairly good considering the current circumstances
- M. Cobb (transition teacher) and J. Martin continue to work with the Six Nation Grade 8 teachers to gather the registration packages to have them in by the middle of March
- Reminder notices have been placed in the local paper and posted on the Six Nations Education website to maximize awareness in the community that Grade 9's registrations are happening now.
- A. Noyes – Commented that Six Nations teachers are doing the best they can to contact parents about registrations, but it is extremely difficult when staff are working from home.



- D. Martins – board has been advised Six Nations schools may open March 1 and teachers may go back as early as February 22, 2021. Once they are in school it will be easier to have pick-up and drop-off and contact the students. In the meantime, Principals are asked to be flexible with their registration due dates in order to accommodate students and families who are in full virtual mode.

H – 1 Indigenous Student Leadership Initiative (ISLI)**J. Tice**

Indigenous Student Trustee election

la`teiekanereh Doxtador-Swamp was unable to attend this meeting because of school. She will be graduating this year.

- There will be an election for the new Indigenous Student Trustee.
- Two students are interested, S. Green from McKinnon Park Secondary and A. Cronk from Pauline Johnson Collegiate
- The election is on February 18 at 10:30 a.m.
- School staff advisors have been notified and are working with us to coordinate indigenous student participation and the virtual meeting and election. Each secondary school may bring two representatives to the meeting and each school will have one vote to elect the new Indigenous Student Trustee.

I – 1 Discussion Items**C. VanEvery-Albert**

(a) C. VanEvery-Albert – asked for an update on the possibility of end of year social for Six Nations students

ACTION:

J. Tice and J. Martin will connect with the Indigenous Student Council to discuss this and other ideas for a year end event for all Indigenous secondary students, pending Covid protocols at that time.

(b) C. VanEvery-Albert requested an update on the Policy 2 review.

- D. Martins replied, PO2, which includes the Land Acknowledgement has been brought forward to the NAC members at the last two meetings and members invited to submit any suggestions to the revision that would be presented to the board and released for public consultation thereafter. No suggestions or comments were received. Therefore, the Indigenous Education Team made revisions based on their experience and expertise resulting in substantial recommended amendments to the policy.
- The draft document was presented to the board February 8, 2021 and will be out for public comment thereafter until the end of March 2021. Committee members still have an opportunity to comment via the prescribed process for public comment during this time.
- Then, Indigenous Education Team will review the comments and make amendments as deemed appropriate.

**(c) Mohawk Language Challenges****J.Martin**

J. Martin shared the ongoing challenges experienced in trying to sustain and build the Mohawk language Program. The lack of course resource materials and difficulty keeping a Mohawk language teacher consistently are the biggest challenge. She continues to explore other viable options to sustain the program in the absence of these critical components. Some options being explored/pursued are the creation of an eLearning course, creation of an on-line master course. Although the preference has always been to keep the course face to face, it may make the program more accessible to a broader range of students if it is offered in an on-line format.

M. DeGroote – For three years they have had to switch the program to the NAC 10 course because a Mohawk teacher could not be found to teach the course. Currently, BCI has 10 students who are scheduled to take the course Quad 3, but they don't have a teacher. This is frustrating for the students and family. He clarified that students want the course, but it is securing a consistent Mohawk language teacher that is the challenge. He thanked everyone for any suggestions they can offer for a long-term solution.

- Pauline Johnson Collegiate and Brantford Collegiate offer the Mohawk Language program.

C. VanEvery-Albert – Throughout the pandemic all students have had experience with the online learning and are comfortable with it now. Feels that the offering the program online would work. She also suggested checking into the eLearning course offered by Niagara Board.

ACTION:

J. Martin is exploring the DSBN option and will provide an update at next NAC.

A. Powless-Bomberry – suggested Zoe Maracle who has taught Mohawk Language online. Maybe put the class online and they could learn through this program

J. Martin – Cayuga Language is offered in Haldimand and it is a consistent program. She asked if the community would support offering the Cayuga Language as the primary language offered face to face in the current four school's language is offered, providing us time to resolve the matter with the Mohawk Language program?

A. Powless-Bomberry – suggested keeping Mohawk Language as the course offering in Brantford schools since the majority of people on Six Nations speak Mohawk.



S. Williams – A lot of the speakers don't have the teaching qualifications. Would it be possible to have a certified teacher and the language teacher work together? The language teacher teaching the program and the certified teacher overseeing the class.

J. Martin – have been unable to find a speaker so far this year but it is definitely an option that we have used in the past.

D. Martins – the approvals to make the program work is not an issue now. The issue is finding someone who can speak Mohawk language and is willing to work with or be the teacher to build a sustainable program.

ACTION:

A.Powless-Bomberry will share with J. Martin contact information of Mohawk language speakers that may be able to assist.

A. Powless-Bomberry – recognizes the challenges and suggested the board look at different ways of hiring language teachers, perhaps looking at the collective agreement to provide for a different process for hiring Native language teachers.

L. Martin – commented she knows the difficulty that the schools have faced over the years in trying to maintain Native language programs, that Six Nations schools have the same challenges. She appreciates the ongoing efforts of the Grand Erie District School Board.

J. Martin –wanted the committee members to be aware that this is a big challenge and we are trying to explore every avenue to be able to provide Mohawk Language in some fashion and asks for the support of Committee members as we move forward and try to find a strategy that will work and is sustainable. She thanked committee members for their input.

J – 1 **Closing** (Sharon Williams)

Adjournment

Meeting adjourned at 11:10 a.m.

Next Meeting, April 6, 2021

1:00 p.m. to 3:00 p.m.

Host School: Pauline Johnson Collegiate & Vocational School



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

AGENDA (Chair – Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Griffin Cobb	Secondary School Administration (Certified Member)
Cheryl Innes	Elementary School Administration (Certified Member)
Tom Krukowski	Facility Services
Philip Kuckyt	Transportation Services

Employee Representatives:

Ted Coulson	Secondary Occasional Teacher - Alternate
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical
Laura Adlington	Professional Student Services Personnel
Amanda Baxter	Elementary Occasional Teachers (Certified Member) (Co-Chair)
Denise Kelly	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
John Henderson	Secondary Teachers

Resource:

Bill Jarvis	Health and Safety Officer
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Recording Secretary:

Hilary Sutton	Health and Safety Officer
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Regrets

Katie Hashimoto	Non-Union
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2.0 Minutes of Last Meeting

The minutes of the January 2021 meeting were reviewed.

3.0 Approval of Last Meeting Minutes (January 21, 2021)

The minutes of the January 2021 meeting were approved with minor spelling and grammatical changes.

4.0 Agenda Additions

- 6.7 Consumer Cleaning Products
- 6.8 Staff Concussion Protocol

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

5.0 Unfinished Business – Discussion

5.a Covid-19 Updates

The Division Manager of Operations and Health and Safety provided an update on the changes to the Covid-19 self assessment, the new attestation that must be completed by all workers, and the requirements of all students, including those students in Kindergarten, to wear a face covering.

A question was raised by a committee member regarding the process involved when a Covid-19 positive case is determined. The Division Manager of Operations and Health and Safety explained the process involved at the Board level and the role that the local Public Health Units play in determining close contacts, who needs to isolate and communication with those individuals.

A concern was expressed by a committee member regarding itinerant staff feeling apprehension when hearing of a Covid-19 positive case at a location where they have recently worked. The Division Manager of Operations and Health and Safety stated the Public Health Units are extremely diligent in their contact tracing and notifies all close contacts of a positive Covid-19 case. Any worker who has concerns over their health and whether they have been identified as a close contact can speak with their supervisor or contact the Public Health Unit directly.

Questions were raised by committee members regarding the Board supplied face masks. All face masks distributed by the Board to workers are classified as level 2 or level 3 masks. Hypoallergenic masks are available to those workers who have skin sensitivities. Tips and tricks will be posted on the Health and Safety website for those workers who experience fogging of their glasses when wearing face masks.

5.1 Workplace Violence Reporting

November 2020: A committee member brought forward a concern regarding the completion of Workplace Violence Forms. She indicated that some staff do not understand the purpose of the forms or find them to lengthy to complete. The Division Manager of Operations and Health and Safety indicated that the Workplace Violence Form was developed with input from the Unions, Ministry of Labour and Ministry of Education. The worker committee group indicated they will continue to look into options to streamline the reporting process and present it to the JOHSC committee as a whole. This item will remain on the next agenda.

December 2020: Not all worker members were present at the December meeting. The committee will continue to work towards ideas about streamlining the process at the January meeting. This item will remain on the next agenda.

January 2021: The worker members of the committee decided to table this discussion until after all workers return to their work locations. This item will remain on the next agenda.

February 2021: The worker members of the committee expressed concerns regarding the workplace violence reporting form and the difficulties some staff have with the form when they are working with students who have a high aggression baseline. This item will remain

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

on the next agenda

5.2 Ergonomics

January 2021: A concern was raised by a committee member regarding workers suffering from musculoskeletal disorders while working from home on board approved tablets and devices. The Division Manager of Operations and Health and Safety mentioned that some information can be sent out to staff on how to set up an ergonomically friendly work area at home.

February 2021: Now that most workers are no longer required to work from home, a concern was raised by a committee member about office ergonomics and how to set up an ergonomic workstation. Information on setting up an ergonomic workstation will be created by the Health and Safety Department and posted on the Health and Safety Website for worker reference. This item can be removed from the next agenda.

New Indoor Air Quality Reports

No new reports

6.0 New Business

6.1 Ministry of Labour Report – McKinnon Park Secondary School – January 20, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at McKinnon Park Secondary School. No orders were issued. This item can be removed from the next agenda.

6.2 Ministry of Labour Report – Hagersville School Support Centre – January 20, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at the Hagersville School Support Centre. No orders were issued. This item can be removed from the next agenda.

6.3 Ministry of Labour Report – Education Centre – January 20, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at the Education Centre. No orders were issued. This item can be removed from the next agenda.

6.4 Ministry of Labour Report – Mapleview Elementary School – January 20, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at Mapleview Elementary School. No orders were issued. This item can be removed from the next agenda.

6.5 Ministry of Labour Report – Mesothelioma Occupational Illness – January 29, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the Mesothelioma Occupational Illness. No orders were issued. This item can be removed from the next agenda.

6.6 Employer Report of Noise Induced Hearing Loss – Occupational Illness – January 27, 2020

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

The committee was provided with the Employer Report of Noise Induced Hearing Loss for a retired worker that was submitted to the Ministry of Labour. This item can be removed from the next agenda.

6.7 Consumer Cleaning Products

A concern was raised by a committee member regarding the use of consumer cleaning and disinfecting products being used in Board locations by workers. A reminder will be sent out to all Administrators from the Health and Safety Department that all cleaning and disinfecting products coming into Board locations must be approved by the Administrator and be accompanied with the Safety Data Sheet for the product. This item can be removed from the next agenda.

6.8 Staff concussion protocol

A question was raised by a committee member regarding protocols for staff who have a suspected or confirmed concussion. Many workers are using the student concussion protocol when a concussion is suspected. The Division Manager of Operations and Health and Safety will consult with the Health and Disability Officer regarding protocols for workers with head injuries. This item will remain on the next agenda

7.0 Information Items

7.1 SBCI Health and Safety Annual Report – 2019-2020

A copy of the SBCI Health and Safety Annual Report was provided to the committee for review. The report provides statistics on all lost time and health care related incidents among workers within the Board and compares those statistics to other school boards. This item can be removed from the next agenda.

7.2 Various asbestos projects

Asbestos Abatement projects, Limited Designated Substance Reports and Lead Abatements were completed in various locations within the Board. Copies of all reports were distributed to the committee for information. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – January 2021

Workplace Safety and Insurance Board Reportable – January 2021

Student Aggression Summary Table for January 2021

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections including Non – Academic Sites – January 2021

All workplace inspections were completed except for Grand Erie Learning Alternatives in Simcoe who will be completing 2 workplace inspections for the month of February.

8.3 Health and Safety/Facility Services Committee- (next meeting- TBD)

The next meeting has not been scheduled at this time.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

8.4 Critical Injuries

There has been 1 student critical injury and no staff critical injuries for the Month of January 2021.

8.5 Focus Group Meeting Minutes (February 18, 2021)

The Focus Group Meeting is being held later today on February 18, 2021.

8.6 Review of On-going Project Items

See chart.

8.7 Work Orders

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

9.0 Health and Safety Training

First Aid training: First aid training has been scheduled for March 3-4, March 30-31, April 6-7 and April 28-29. The first aid training has been reserved for those Board locations who have not met the requirement of 2 first aid responders.

Health and Safety Training: Training for Health and Safety school site representatives has been scheduled for February 26 (recertification), March 10 (JOHSC member recertification) and tentative dates are being looked at for May for the Basic Certification and Hazard Specific training.

10.0 Recommendations to Executive Council

11.0 Adjournment / Next Meeting(s):

Meeting was adjourned at 12:49PM. The next meeting is March 11, 2021 via Teams online.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

As of February 2021

Procedure Review:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2020 - November	The Terms of Reference appendices will be updated for locations and staffing numbers. The current Terms of Reference agreement expires in September 2022. No changes were brought forward by the committee.	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 March 2021
March 2020	Ministry of Labour-TTSC	2020-November	The Board continues to work on the delivery of the two-tiered BMS training. The committee was provided with the draft document. This draft plan will now be forwarded to Executive Council for review and approval. Lena to get update from Exec council.	

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

February 18, 2021
Online Teams Meeting

November 2020	Ventilation	2021-February	The Division Manager of Capital, Maintenance and Energy will look at stickers to be placed on ventilation units. The stickers can be used to identify the date of the last filter change.	
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Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	February 2024	October 2021	No changes noted by the committee November 2020
HR5 – Harassment		Board approved September 2015	February 2024	October 2021	No changes noted by the committee November 2020
HR8 – Workplace Violence		Board for approval January 2015	November 2023	October 2021	No changes noted by the committee November 2020

SUCCESS for Every Student

No.	Site	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Elementary Schools													
1	Agnes Hodge	C	C	C	C	C	A						
2	Banbury Heights	C	C	C	C	C	A						
3	Bellview	C	C	C	C	C	A						
4	Bloomsburg	C	C	C	C	C	A						
5	Boston	C	C	C	C	C	A						
6	Branlyn Community	C	C	C	C	C	A						
7	Brier Park	C	C	C	C	C	A						
8	Burford District Elementary	C	C	C	C	C	A						
9	Caledonia Centennial	C	C	C	C	C	A						
10	Cedarland	C	C	C	C	C	A						
11	Centennial-Grandwoodlands	C	C	C	C	C	A						
12	Central P.S.	C	C	C	C	C	A						
13	Cobblestone Elementary	C	C	C	C	C	A						
14	Confederation (Fr Imm)	C	C	C	C	C	A						
15	Courtland	C	C	C	C	C	A						
16	Delhi	C	C	C	C	C	A						
17	Dufferin	C	C	C	C	C	A						
18	Echo Place	C	C	C	C	C	A						
19	Elgin Ave.	C	C	C	C	C	A						
20	Glen Morris	C	C	C	C	C	A						
21	Graham Bell	C	C	C	C	C	A						
22	Grandview	C	C	C	C	C	A						
23	Greenbrier	C	C	C	C	C	A						
24	Hagersville Elementary	C	C	C	C	C	A						
25	Houghton	C	C	C	C	C	A						
26	J.L. Mitchener	C	C	C	C	C	A						
27	James Hillier	C	C	C	C	C	A						
28	Jarvis	C	C	C	C	C	A						
29	King George	C	C	C	C	C	A						

30	Lakewood	C	C	C	C	C	A						
31	Langton	C	C	C	C	C	A						
32	Lansdowne-Costain	C	C	C	C	C	A						
33	Lynndale Heights	C	C	C	C	C	A						
34	Major Ballachey	C	C	C	C	C	A						
35	Mapleview	C	C	C	C	C	A						
36	Mt. Pleasant	C	C	C	C	C	A						
37	North Ward	C	C	C	C	C	A						
38	Oakland-Scotland	C	C	C	C	C	A						
39	Oneida Central	C	C	C	C	C	A						
40	Onondaga-Brant	C	C	C	C	C	A						
41	Paris Central	C	C	C	C	C	A						
42	Port Rowan	C	C	C	C	C	A						
43	Prince Charles	C	C	C	C	C	A						
44	Princess Elizabeth	C	C	C	C	C	A						
45	Rainham	C	C	C	C	C	A						
46	River Heights	C	C	C	C	C	A						
47	Russell Reid	C	C	C	C	C	A						
48	Ryerson Heights	C	C	C	C	C	A						
49	Seneca Central	C	C	C	C	C	A						
50	St. George-German	C	C	C	C	C	A						
51	Teeterville P.S.	C	C	C	C	C	A						
52	Thompson Creek	C	C	C	C	C	A						
53	Walpole North	C	C	C	C	C	A						
54	Walsh	C	C	C	C	C	A						
55	Walter Gretzky Elementary School	C	C	C	C	C	A						
56	Waterford Public	C	C	C	C	C	A						
57	West Lynn	C	C	C	C	C	A						
58	Woodman-Cainsville	C	C	C	C	C	A						
Secondary Schools													
59	B.C.I. & V.S.	C	C	C	C	C	A						

60	Cayuga Secondary S. (CSS)	C	C	C	C	C	A						
61	Delhi District Secondary S. (DDSS)	C	C	C	C	C	A						
62	Dunnville Secondary S. (DSS)	C	C	C	C	C	A						
63	G.E.L.A. Brantford (Rawdon)	C	C	C	C	C	A						
64	G.E.L.A. - CareerLink (@TTSC)	C	C	C	C	C	A						
65	G.E.L.A. - Simcoe	C	C	C	C	NC	A						
66	Hagersville S.S. (HSS)	A	C	C	C	C	A						
67	McKinnon Park S.S. (MPSS)	C	C	C	C	C	A						
68	North Park C. & V.S. (NPCVS)	C	C	C	C	C	A						
69	Paris District H.S. (PDHS)	C	C	C	C	C	C						
70	Pauline Johnson C.V.S. (PJCVS)	C	C	C	C	C	A						
71	Simcoe Composite School (SCS)	C	C	C	C	C	A						
72	Tollgate Tech. Skills Centre (TTSC)	C	C	C	C	C	A						
73	Valley Heights S.S. (VHSS)	C	C	C	C	C	A						
74	Waterford District High School (WDHS)	C	C	C	C	C	A						
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	C	C	C						
76	DDSS Turning Point -640 James St. Delhi	C	C	C	C	C	C						
77	HSS Turning Point - 1155 Indian Road, Mississauga	C	C	C	C	C	C						
78	HSS New Start - 2319 3rd Line Road, Oshweken	C	C	C	C	C	C						

79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	C	C	C						
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	C	C	C	C						
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)	C	C	C	C	C	C						
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	C	C	C	C	C						
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	C	C	C	C						
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	C	C	C	C						
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	A						
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	A						
87	Haldimand School Support Centre	C	C	C	C	C	A						
88	Norfolk School Support Centre	C	C	C	C	C	A						
89	Head Office	C	C	C	C	C	A						
90	Head Office - Facility Services	C	C	C	C	C	A						
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	A						

92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C	A						
Total Sites		92	92	92	92	92	92	92	92	92	92	92	92
Total Regular Monthly Inspections		91	92	92	92	91	11	-	-	-	-	-	-
Total Annual Inspections Completed		1	-	-	-	-	81	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	-	-	1	-	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



H-1-e Indigenous Education Advisory Committee

February 10, 2020 6:00 p.m. to 7:47 p.m.

Microsoft Office Teams

MINUTES

Present: Joe Tice (Interim Chair), Claudine VanEvery-Albert, Audrey Powless-Bomberry, Susan Gibson, Stephanie George, Starr Kennedy, Veronica King-Jamieson, Jeannie Martin, Denise Martins, Kimberly Newhouse, Karen Sandy, Jason Shawana, Trisha Simon, Diane Sowers, Rebecca Wilson

Guests: Lisa Munro, JoAnna Roberto

Regrets: Jeff Burnham, Paula Laing

Absent: la'teikanereh Doxtador-Swamp, Katelyn LaForme

Recorder: D. Fletcher

A - 1 Opening

(a) Roll Call

(b) Welcome/Land Acknowledgement Statement

- i) D. Martins read the Land Acknowledgement Statement.
- ii) Interim Chair J. Tice welcomed everyone. He extended a welcome to new committee members Rebecca Wilson (Director of Brant Regional Indigenous Support Centre (BRISC) and Susan Gibson (Trustee)

(c) Agenda Additions/Deletions/Approval

Item F-1-f Internet for Six Nations, Mississaugas of the Credit and rural communities was added by P. Laing (via email).

Item F-1-g Sharing of IEAC minutes with council was added by A. Powless-Bomberry

Moved by: A. Powless-Bomberry

Seconded by: S. Gibson

THAT the agenda be approved, as revised.

Carried

(d) Review of December 10, 2020 Minutes

Moved by: S. George

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Indigenous Education Advisory Committee meeting held December 10, 2020 be approved.

Carried

(e) Virtual Learning Academy

L. Munro introduced herself as Superintendent of Education, responsible for the Virtual Learning Academy (VLA)



H-1-e Indigenous Education Advisory Committee

February 10, 2020 6:00 p.m. to 7:47 p.m.

Microsoft Office Teams

- The VLA is a virtual school that currently serves 3,200 students in kindergarten to Grade 8 and 1400 students in Grade 9-12; VLA has been a way to support those students who have chosen to attend school in person
- She is seeking feedback from community committees that will help to gather information needed in the planning of the 2021-22 school year with virtual learning as an option for delivery of education
- Four questions were asked:
 - What do you believe is working well?
 - What is the biggest challenge?
 - Is there a desire to continue to offer virtual?
 - Is there anything else you want us to know?
- Committee members requested that the questions be sent out to allow for time to provide thoughtful input
- D. Fletcher will send out questions to the committee members
- Feedback requested within the next two weeks back to D. Fletcher

B - 1 **Indigenous Student Trustee Update**
Nil.

L. Doxtador-Swamp

C - 1 **Native Advisory Committee (NAC) Update**

J. Martin

A report of the last NAC meeting held on December 1, 2020 was provided at the IEAC meeting on December 10, 2021.

D - 1 **Sharing of Community Events**
(a) **Community Members**

- C. VanEvery shared that the Six Nations Lifelong Learning Taskforce is working on infrastructure for schools including renovations and additions with a 20-year projection. Information will be shared with J. Tice to share out to the committee
- A. Powless-Bomberry shared that students will be returning to school tentatively on March 1, 2021. Kathleen Manderville, Director of Federal Schools for Indigenous Services Canada attended a council meeting to present back to school start up plan, just waiting on emergency control group and council group to approve the plan
- R. Wilson shared that BRISC offers services to the urban indigenous families through 3 programs: Combined court worker program, criminal court worker program and the Indigenous Healthy and Wellness program with expectations of expanding and offering more programs. Virtual programming and food security are the current focus with food hamper deliveries and educational packages being delivered to students

**Indigenous Education Advisory Committee**

February 10, 2020 6:00 p.m. to 7:47 p.m.

Microsoft Office Teams

- J. Shawana shared that Niagara Peninsula Aboriginal Area Management Board (NPAAMB) Indigenous Youth Employment & Training serves the Kitchener-Waterloo, Hamilton, Brant, Niagara and St. Catharines areas for youth between the ages of 18-30 with their employment journey and goals. The “Opportunity Knocks” is a three-day Aboriginal Youth Career Planning Conference held annually that runs this year from February 25-27. It will offer various speakers and presentations that focus on apprenticeship and trades skills. Students aged 15-18 in high school can register at the Brantford office with the first 150 to receive a laptop to participate. Information packages/kits for the workshops will be delivered to participants. More information can be found on social media outlets such as Instagram and Facebook, he will send a flyer to J. Tice to distribute to the committee. The Stay-in-School Initiatives is a credit incentive program that rewards high school students for the credits they earn.
- V. King-Jamieson shared that K. LaForme will be stepping down as Director of Mississaugas of Credit First Nation. A posting for a new director will be coming out. There is currently restructuring throughout the organization. A project is in the works for Lloyd S. King Elementary expansion approved for \$10,000,000 in funding. Nancy will send D. Fletcher newsletter to share out.

E - 1 Business Arising from Minutes and/or Previous Meetings**(a) Nestles Report (From June 12, 2019, October 21, 2020) – Update****J. Tice**

- The direction of the committee changed to developing a proposal to request that all bottled water products are banned in schools with the hope that students and staff will be encouraged to use a reusable bottle at the water stations provided in all schools and buildings.
- The Indigenous Education Team will create a proposal and bring to the next meeting in April.

b) P2: Honouring Indigenous, History Cultures and Tradition and the Land Acknowledgement**D. Martins**

- This policy is up for review and was presented at the Committee of the Whole Meeting on February 8, 2021 highlighting proposed changes made by the Indigenous Education Team.
- The policy will go out for stakeholder input after approval at the Board Meeting on February 22, 2021.
- Committee members, parents, community members are encouraged to provide feedback by March 31, 2021.

F - 1 New Business**(a) Book Club****S. Gibson**

- S. Gibson shared that she has been enjoying reading books by Indigenous Authors
- She is currently reading Pride and Prejudice by Jane Austen and has invited this committee to join in to read for book club discussion
- C. VanEvery-Albert, A. Powless-Bomberry and T. Simon indicated interest in joining
- Let S. Gibson know if you are interested



H-1-e Indigenous Education Advisory Committee

February 10, 2020 6:00 p.m. to 7:47 p.m.

Microsoft Office Teams

- (b) **Cultural Competency Plan – 3-year** **J. Tice**
- The plan includes 6 speakers/sessions over 3 years, all Grand Erie staff members will participate in all sessions
 - Two presenters have been confirmed – Niigaan Sinclair's presentation will be Re-Envisioning Indigenous Education and Bob Joseph will make a presentation regarding his book *21 Things You May Not Know About The Indian Act*
 - Speakers have not been confirmed for Land Claims, Six Nations and MCFN economies and Cultural Safety, The Indigenous Education team will present the Reconciliation and Capacity Building session.
 - The third year will focus on cultural safety
 - Have received positive responses from the Six Nation schools and teachers at Lloyd S. King Elementary school on the Mississaugas of Credit First Nation regarding the Niigaan Sinclair presentation
 - D. Martins has shared with Senior Team and Executive Council, information will be going out next week to administrators and managers as the first focus group
 - J. Shawana spoke about ACOSYS Indigenous Consulting Firm and development with Indigenous urban youth training focusing on different realities and cultural traditions
 - S. George shared that she teaches Cultural Humility at York University and would be happy to help
 - C. VanEvery-Albert expressed concern of importance of maintaining nationhood in our nations in this country
- (c) **Board Action Plan Assessment** **J. Tice**
- The Board Action Plan Assessment Tool focuses on 4 categories: Supporting Students, Supporting Educators, Engagement and Awareness Building, and Using Data to Support Student Achievement
 - Each category identifies promising practices, challenges and feedback
 - The plan was recently received from the Ministry however would typically be received late summer and shared with this committee in the fall as a draft plan asking for committee input for your perspective of who you represent
- (d) **New Positions, Principal Leader Indigenous Education and Equity, Elementary Indigenous Engagement and Support Teacher** **D. Martins**
- Unspent funding from previous years and from the Board Action Plan has provided the opportunity to offer expanded staff positions to support students and families
 - The Elementary Indigenous Engagement and Support teacher is an internal posting. This position will be working with students and teachers in elementary schools with curriculum and First Nation ways with focus on cultural pieces and systemic barriers This position will continue into the future through confirmed funding from the Ministry of Education. Interviews are held next week.
 - The Principal Leader – Indigenous Education and Equity is a new position that was posted internally and externally for administrators across the province. This position will help with Indigenous Education Advisory Committee, Education Service Agreement partners, Six Nations Polytechnic S.T.E.A.M. program, working through Jordan's Principal, and processes and programs put into place in Grand Erie



H-1-e Indigenous Education Advisory Committee

February 10, 2020 6:00 p.m. to 7:47 p.m.

Microsoft Office Teams

to deepen the understanding of systemic barriers and equitable access. Interviews are being set up and hope to this person in place by March Break

- Principals are invited to apply

(e) **Bylaws, Policies and Procedures**

J. Tice

- Bylaws Policies and Procedures
- Presently there are 3 Policies out for comment:
 - F101 Hospitality and Food Expenses
 - P102 Procedures for Experiential Learning Programs
 - SO24 Copyright - Fair Dealing Guidelines
- Please review and provide any feedback/comments to Kathryn.gianinni@granderie.ca by February 25, 2021.

(f) **Internet for Six Nations, New Credit and rural communities**

P. Laing

- P. Laing has expressed a concern that internet issues for many Six Nations and MCFN students have not yet been resolved and is asking for resolution to be discussed from a whole community approach
- She expressed equal access for internet for students is a must for their ongoing success especially during the pandemic and considering mandatory on-line courses proposed by the Ministry of Education
- A. Powless-Bomberry addressed lack of connectivity at council with an internet group being formed. They will be putting up 3 new towers in the next few months and internet will be provided for 100% of the reserve

(g) **Sharing of IEAC minutes with council**

A. Powless-Bomberry

She provides committee reports to the Council for those committees she participates in and has inquired about process of sharing the minutes.

D. Martins explained the process in which minutes are provided to the Board the following month at the Board Meeting and become public documents at that point for which can be shared with Six Nations Elected Council.

G - 1 **Correspondence**

J. Tice

- (a) Nil

H - 1 **Adjournment**

- (a) Moved by: C. VanEvery-Albert
Seconded by: A. Powless-Bomberry
THAT the meeting be adjourned at 7:47 p.m.
Carried

The next Meeting is April 19, 2021 @ 1:00 p.m.



Grand Erie Parent Involvement Committee

March 4, 2021, 6:30 pm

MS Teams Meeting

MINUTES

Present: S. Nicol (Chair), J. Roberto, Y. Brochu, C.A. Sloat, D. Werden, T. Knight, N. Waldschmidt, T. Waldschmidt, E. Dixon, L. Munro, W. Baker, B. Poladian, S. Gibson, C. Bibby, M.B. Stapleton, J. Maillet-Bloomsburg

Recorder: K. Giannini

A- 1 **Opening**

- (a) Roll Call
- (b) Welcome to Open Session / Land Acknowledgement Statement
J. Roberto welcomed everyone to the GEPIC meeting and read the Land Acknowledgement Statement.

B- 1 **Minutes**

- (a) **Approval of Minutes**
THAT the Grand Erie Parent Involvement Committee approve the minutes of January 14, 2021.
Moved by: N. Waldschmidt
Seconded by: T. Knight
Carried
- (b) **Business Arising from the Minutes**
Nil

C- 1 **Financial Report**

- (a) GEPIC Budget
We still have \$15,958.38 in our account, not including PRO grant money.

D- 1 **Updates from the Board Table**

- (a) S. Gibson stated that she is very excited about the equity work occurring within the district.
- (b) T. Waldschmidt highlighted some of the outstanding work in Grand Erie. We celebrated Black History Month in February. The students at Banbury Heights raised awareness through a creating a video. They created murals and students were very engaged. Wednesday, February 24, 2021 was Pink Shirt Day in support of anti-bullying. This year's theme this year was "lift each other up". Updates have been posted on our website. This week we celebrate our amazing Social Workers and we thank them for their work in supporting our students.

SUCCESS for Every Student



Grand Erie Parent Involvement Committee

March 4, 2021, 6:30 pm

MS Teams Meeting

E- 1

Director's Update

Managing the Pandemic:

Information regarding voluntary asymptomatic testing will be released. We are working diligently with our coterminous Board. Vendors will attend school sites to administer testing. They will be responsible for testing, set-up and take-down. Families will receive test results by the vendors. If a student tests positive, Public Health will be in contact with the family to follow-up regarding further testing and contact tracing. Testing will be offered on weekends and evenings.

There has been a change in terms of the Ministry playbook, which outlines what is to be followed regarding COVID-19 symptoms.

COVID-19 updates will be uploaded daily before 4:00 p.m. Grand Erie will be updating our website and following every weekend, on Monday, we will update any positive cases over the weekend. This change is so that we can concentrate on the families being impacted and focus on their needs. This is also to support the Principals as they send out communication to families when a positive case is verified. This information will be shared with the community.

Kindergarten Registration:

Kindergarten Registration is open. You will see community reminders being sent out.

Niigaan Sinclair:

Niigaan Sinclair presented to teachers, and then invited the community at large for a session. 130 participants engaged in this session with Niigaan Sinclair. Niigaan shared a message of envisioning Indigenous Success and a path to the future by redefining measures of success for Indigenous students outside of grades and achievement. He highlighted the importance of connections with community and relationships.

De-streaming Grade 9 Math:

The new de-streaming Grade 9 Mathematics course will be offered in September 2021. The Ministry of Education has identified three main goals for de-streaming:

1. Cultural shifts in schools and Boards to identify and dismantle systemic discrimination and structural inequities;
2. Increased educator capacity for effective culturally responsive instruction, assessment and evaluation in de-streamed classes;
3. Increased student engagement, achievement and well-being.

F- 1

GEPIIC Chair's Update

S. Nichol provided an update regarding the Parent Involvement Committee (PIC) Chairs meeting. Last week, there was a meeting with the Ministry as well. The goal is that all Parent Involvement Committees help each other out and share best practices.

SUCCESS for Every Student



Grand Erie Parent Involvement Committee

March 4, 2021, 6:30 pm

MS Teams Meeting

Almost half of the Boards have been engaging regularly. There has not been a lot of clear direction regarding PRO grant funds.

G- 1 Planning, Discussion and Sharing

Book Club

S. Gibson spoke about the new book club. We will first be reading *Pride and Prejudice* by Jane Austen. We are currently working on a flyer which will be shared with everyone shortly.

Speaker Series

J. Roberto advised that it will be GEPIC virtual Thursday throughout the month of April 2021. It is not mandatory to attend all sessions, but everyone is welcome to attend as many sessions as they choose. The sessions will include:

- Mental Health & Well-Being During COVID-19;
- How to be an Ally for Marginalized Students;
- Parenting in a Pandemic;
- Indigenous Education and Reconciliation.

J. Roberto inquired if the Parent Involvement Committee would be interested in looking into obtaining the Indigenous People's Atlas for libraries. We will get a cost first and this will be shared with the Committee prior to proceeding.

Equity in Grand Erie Presentation:

C. Bibby shared a PowerPoint presentation regarding Equity in Grand Erie.

Virtual Academy Feedback:

What do you believe is working well?

E. Dixon shared that she joined a couple virtual classrooms and it was a very positive experience.

S. Gibson advised that her daughter is in the Virtual Learning Academy and this is fantastic preparation for University and independent learning.

M.B. Stapleton shared that the independence is excellent, as you are able to see how well students can manage and build resilient skills. There is value in them going forward with the Virtual Learning Academy in the future.

What do you see as the biggest challenges?

T. Waldschmidt stated that internet connectivity is an issue for some, depending on their location.

T. Knight shared that teachers have been very attentive and ensuring that all children are being heard. However, some students are shy and virtual learning provides them with the opportunity not to participate.

SUCCESS for Every Student



Grand Erie Parent Involvement Committee

March 4, 2021, 6:30 pm

MS Teams Meeting

S. Gibson advised that some parents struggle with helping their children with their schoolwork and managing technical issues. Some parents are also concerned that their children are not engaging or attending classes.

N. Waldschmidt advised that some parents are concerned that their children are not engaging or attending classes.

S. Nichol stated that this can highlight inequities in class and can impact students with disabilities. Some students require additional support.

Do you see a desire to continue the VLA?

Seven members of the Committee saw a desire to continue with the Virtual Learning Academy.

H- 1 **Other Business**
Nil

I- 1 **Future Meetings**
May 13, 2021

Moved by: T. Knight

Seconded by: T. Waldschmidt

THAT the Grand Erie Parent Involvement Committee adjourned the meeting at 8:00 p.m.

Carried.

SUCCESS for Every Student

Minutes

Present: **GEDSB:** R. Wyszynski, Superintendent of Business & Treasurer – Director
J. Richardson, Trustee - Director
BHNCDSB: S. Keys, Superintendent of Business & Treasurer – Director
M. Watson, Trustee – Director
CSC MonAvenir: M. Nantel, Director of Transportation – President

Regrets: **GEDSB:** J. Roberto, Director of Education
BHNCDSB: M. McDonald, Director of Education
CSC MonAvenir: A. Blais, directeur de l'éducation CSC MonAvenir
D. Chin, Chief of Business CSC MonAvenir – Director

STSBHN P. Kuckyt, Manager of STSBHN – Secretary & Treasurer

Recording Secretary: L. Howells, Executive Assistant to the Superintendent of Business, GEDSB

A - 1 Opening

(a) **Roll Call**

The meeting was called to order at 2:00 p.m.

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

(c) **Agenda Additions/Deletions/Approval**
Presented as printed.

Moved by: J. Richardson

Seconded by: R. Wyszynski

THAT the STSBHN Board of Directors approve the February 23, 2021 agenda.

Carried

B - 1 Annual General Meeting

(a) **Appointment of the STSBHN Directors**

P Kuckyt stated as per the corporation's by-laws, the appointment of the STSBHN Directors is required during the Annual General Meeting.

Moved by: R. Wyszynski

Seconded by: S. Keys

RESOLVED that the following persons be and are hereby appointed a director of the Corporation, to hold office until the next annual general meeting of members or until a successor has been duly appointed:

Mario Nantel

Dereck Chin
Rafal Wyszynski
James Richardson
Scott Keys
Mark Watson

Carried

(b) **Appointment of the STSBHN Officers**

P Kuckyt stated as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations for 2021.

R. Wyszynski nominated S. Keys as President, who accepted the nomination.

R. Wyszynski nominated P. Kuckyt as Secretary/Treasurer, who accepted the nomination.

Moved by: R. Wyszynski

Seconded by: M. Nantel

THAT the Elections for STSBHN Officers for 2021 be as follows:

President: Scott Keys

Secretary/Treasurer: Philip Kuckyt

Carried

(c) **Appointment of the 2020-19 Auditors**

P. Kuckyt stated as per the corporation's by-laws, the appointment of the auditors is required during the annual general meeting. P Kuckyt provided a historical overview of the assignment of auditor, the rationale for the selection and the cost implications.

Moved by: J. Richardson

Seconded by: M. Nantel

THAT the STSBHN Board of Directors appoint Millard, Rouse and Rosebrugh to audit the 2020-21 Financial Statements.

Carried.

(d) **2019-20 Financial Statements**

P Kuckyt reviewed the 2019-20 Financial Year End Analysis, ending August 31, 2020. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audited as part of process for GEDSB and BHNCD SB annual audit process.

Moved by: S. Keys

Seconded by: M. Nantel

THAT the STSBHN Board of Directors accept the 2019-20 Financial Statements as presented.

Carried

C - 1 Approval and Signing of Minutes

(a) November 3, 2020 Meeting Minutes

Moved by: M. Watson

Seconded by: R. Wyszynski

THAT the Minutes of the STSBHN Board of Directors Meeting, held November 3, 2020 be approved.

Carried.

(b) February 4, 2021 Special Meeting Minutes

Moved by: M. Watson

Seconded by: J. Richardson

THAT the Minutes of the Special STSBHN Board of Directors Meeting, held February 4, 2021 be approved, as amended.

Carried.

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

(a) Policy and Procedure approval: 001-006

P Kuckyt highlighted the proposed changes and directed the committee to the summary page.

Moved by: M. Watson

Seconded by: J. Richardson

THAT the STSBHN Board of Directors approve Procedures 001-006.

Carried.

E - 1 Standing Business

(a) KPI's

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial:

- No significant variance in January
- Had a 12% savings for home to school cost as it related to School Bus contracts and it is highly likely that the Ministry may clawed back the 12% from us.
- Had financial saving related taxi operations

Service Performance:

- No significant changes

Safety:

- No significant changes

- we continue to have 5 preventable accidents year-to-date and are trending well below our historical average, likely due to the mild winter we are currently experiencing.

General Ridership:

- no significant changes
- may see some changes when we move to our 3rd quadmester

Communication:

- only significant change was the reduced number of changes in software
- did see a number of school visits occurring in January – transportation staff reviewing our school site for the coming year school database – ensure hazards/exceptions are accurate, access points properly mapped and providing new Administrators with key transportation information.

(b) Goals and Objectives-Update and Review

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short: Active School Travel Grant - will be removed has it has been stalled as HN Public Health Unit does not have the capacity to undertake the partnership due to COVID response.

BusPatrol Camera – currently running an 8-unit pilot – 2 in each of the counties – will be meeting with various police services board in the coming months to provide information in hopes of entering into a partnership with their municipalities

J. Richardson asked will the active school travel come up again? P. Kuckyt responded we are hoping there will be another round to submit an application in the next school year.

Medium: Ez-en-Route pilot program did not occur and will be removed

“Where is my bus” app – continuing to work with vendor to properly link vehicles with routes - rolled out to 7 of our schools and allows parents to track the buses and provide an ETA when their child’s stop will be serviced– goal is have 100% of schools implementation by June 2021

Third Party Audit – analysis of the routing solutions, bell times to determine if any optimization is possible

Long-Term: no significant changes to these goals

(c) Financial Overview

P Kuckyt provided a high-level overview of the 2020-21 financial position as of January 31, 2021.

F - 1 New Business

(a) Policy and Procedure Review: 007-008 & 010-012

P. Kuckyt noted that Policy and Procedure 007-008 & 010-12 have been identified for review and suggested revisions were provided.

The committee agreed to provide feedback on the draft policies and procedures 007-008 and 010-012 to P. Kuckyt on or before April 22, 2021.

G - 1 Adjournment

Moved by: M. Watson

Seconded by: R. Wyszynski

THAT the February 23, 2021 STSBHN Board of Directors the meeting be adjourned at 2:40 p.m.

Carried

H - 1 Next Meetings

- May 25, 2021-9:00 a.m.

Draft



Office of the Chair of the Board

March 26, 2021

SENT BY EMAIL

Honourable Doug Ford
Premier of Ontario
Legislative Building, Queens Park Toronto
ON M7A 1A1

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON, M7A 2J3

Honourable Stephen Lecce
Ontario Ministry of Education
438 University Avenue, 5th Floor
Toronto, ON M5G 2K8

Eileen de Villa, MD, MBA, MHSc, CCFP, FRCPC
Medical Officer of Health
Toronto Public Health
277 Victoria Street, 5th Floor
Toronto, ON
M5B 1W2

Dear Premier Ford, Minister Lecce, Minister Elliot and Dr. De Villa,

As leaders of our Province and City, I am writing to you on behalf of the Toronto Catholic District School Board (TCDSB) to express our concerns regarding availability and accessibility of vaccinations for all school frontline workers.

The City of Toronto continues to have among the highest daily rates of COVID-19 cases, including 150+ active cases in TCDSB schools as of today's date. As cases continue to grow, and as we continue to navigate this third wave, we are urging the Province to take the necessary steps needed to limit the spread of COVID-19 cases in Ontario schools.

As such, the TCDSB is calling on the Province of Ontario to increase the availability and accessibility of vaccines, including prioritizing all school frontline workers as the highest priority in the Phase 2 roll out of vaccines.

As you are aware, the TCDSB educates more than 92,000 students across the City of Toronto. Currently two (2) TCDSB schools are closed as a result of COVID-19 outbreaks. With many of our schools in high-risk neighbourhoods, we must work together to maintain safe and healthy schools in our City for the benefit of everyone.

As the Province faces increasing cases, I share the Premier's concerns of another lockdown, and I urge you to work with school board leaders in our collective fight against COVID-19. The TCDSB is dependent on your action to ensure the safety of our educators, support staff, bus drivers, students and community at large by providing access to vaccinations as soon as possible.

With the cooperation and support of all levels of government, Ontario schools and communities will be well-equipped to continue to reduce cases in the months ahead.

Thank you for your time and your continued efforts to contain the spread of COVID-19. We are grateful for your invaluable leadership during these challenging and uncertain times.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Martino', with a stylized flourish at the end.

Joseph Martino
Chair of the Board

CC: TCDSB Trustees
Ontario Catholic School Trustees' Association (OCSTA)
TCDSB Union Presidents
All School Boards in Ontario