



## AGENDA

- A – 1 Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Personnel Matters
    - (ii) Legal Matters]
    - (iii) Property Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
  - (e) Memorials
    - \* (i) Grant Hill, McKinnon Park Secondary School B. Doyle
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations – Student Recognition Awards
  - (i) Delegations
    - \* (i) Lee Robinson – Boundary for Lakewood French Immersion
- B – 1 Approval of Minutes**
- \* (a) April 24, 2017 (Regular Board)
  - \* (b) May 8, 2017 (Committee of the Whole)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- (a)
- D – 1 Director's Report**
- (a) Leadership Update
- E – 1 Student Trustee Report**
- F – 1 Committee Reports**
- \* (a) Committee of the Whole – May 8, 2017 T. Waldschmidt
- G – 1 New Business**
- \* (a) 2016-2020 Multi Year Plan Update B. Blancher
  - \* (b) Annual Operating Plans – School Year 2016-17
    - i. Well-Being L. Thompson
    - ii. Technology D. Abbey
    - iii. Community B. Blancher
    - iv. Equity W. Baker
    - v. Environment J. Gunn
  - \* (c) Major Construction Update (FT2) J. Gunn

*SUCCESS* for Every Student



## Regular Board Meeting

Monday, May 29, 2017  
Board Room, Education Centre

### H – 1 Other Business

- \* (a) Summary of Accounts – April 2017 J. Gunn
- \* (b) Joint Occupational Health & Safety Committee Minutes – April 20, 2017 J. Gunn
- \* (c) Native Advisory Committee Minutes – April 11, 2017 B. Blancher
- \* (d) Privacy and Information Management Minutes (Draft) – May 1, 2017 L. DeVos
- \* (e) Compensatory Education Committee Minutes – February 23, 2017 L. Thompson
- \* (f) OPSBA Report C.A. Sloat

### I – 1 Correspondence

- \* (a) Hastings and Prince Edward District School Board May 8, 2017 Letter
- \* (b) Waterloo Region District School Board May 16, 2017 Letter
- \* (c) Ontario College of Teachers May 11, 2017 Letter
- \* (d) Dave Levac, MPP Brant May 17, 2017 Letter

### J - 1 Adjournment

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

Chairs' Committee	May 29, 2017, 5:45 p.m.	Norfolk Room
Regular Board	May 29, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 30, 2017, 1:00 p.m.	Norfolk Room
Native Advisory Committee	May 30, 2017, 1:00 p.m.	Joseph Brant Learning Centre
Caledonia Boundary Review Meeting	May 30, 2017, 6:00 p.m.	McKinnon Park Secondary
Special Education Advisory Committee	June 1, 2017, 6:30 p.m.	Board Room
Privacy and Information Management Committee	June 2, 2017, 2:00 p.m.	Norfolk Room
Committee of the Whole	June 12, 2017, 7:15 p.m.	Board Room
Regular Board	June 26, 2017, 7:15 p.m.	Board Room

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MEMORIAL STATEMENT

Grant Hill

The staff and students at McKinnon Park Secondary School are saddened by the loss of Grant Hill, a Grade 9 student who passed away on April 30, 2017.

Grant was a quiet, respectful and well-mannered individual who cared about others. Grant was an enthusiastic lacrosse player and also enjoyed playing hockey.

Staff and students, who wrote down their memories in cards of sympathy for Grant's family, spoke to how nice of a person he was, and how much he will be missed.

The school community at McKinnon Park Secondary School extend our heartfelt sympathy to Grant's family and friends.

Respectfully submitted,

David MacDonald  
McKinnon Park Secondary School



## Presentation to the Grand Erie District School Board

May 29, 2017

### **INTRODUCTION**

Good evening, my name is Lee Robinson and I'm the proud parent of 2 boys in the French Immersion program at Burford District Elementary School. Jake is in Grade 5 and Luke is in Grade 3. We live outside of Waterford, on the northeast side. We are in the southeast most corner of the Burford FI attendance boundary.

### **REQUEST**

My request this evening is simple. I am asking to have the attendance boundaries adjusted and that my children be included in the boundaries for Lakewood instead of Pairs or Burford.

### **BACKGROUND INFORMATION**

The Board has recently made the decision to organize the French Immersion program. This means that my oldest child will be going to Paris Central School in September. I understand that the Board went through a process to change the French Immersion Program. As part of this process, the program at Burford is being changed to K- Grade 5 and Paris Central for Grade 6-8.

Our area is currently in the attendance boundary for Burford/Paris. Although we live in Norfolk County, we go to school in the County of Brant. This means that my children are in a different area for School vs their sports/activities. We are part of the only area that crosses municipal boundaries for school attendance.

When the program was created, the attendance boundary lines were drawn and our area was being sent to Burford. Burford District Elementary School was 26.8 km from my house and Walsh was 34.6 km from my house. This made sense to me.

I've attached the English Boundary Map for Norfolk County and you can see that no one crosses any municipal boundaries. (Attachment 1)

Attachment #2 shows the new boundaries for Lakewood FI and Walsh FI. You will note that the area north of Concession 6 Windham/Concession 6 Townsend is not included and it is the only area in Norfolk County that does not attend either of the FI Norfolk County Schools.

Attachment #3 shows the boundary for Burford FI. I understand that it will be the same boundary for Paris Central. You will note that it follows the City of Brantford limit and the County of Brant municipal boundary at the North and West and dips down into Norfolk County.

To the best of my knowledge, we are the only family south of the County boundary (Jenkins Road) and East of Highway 24 enrolled in the Burford FI program.

### **REASONS FOR THE REQUEST TO THE BOARD**

- Closer to our home

As part of the variety of meetings to move Grades 6-8 to Paris Central, I was made aware that the Board was also creating a new program at Lakewood Elementary School in Port Dover. I did some research and found out that Lakewood is closer to my home.

Lakewood is 22.1 km from my house. Burford is 26.8 km from my house. Paris Central is 32.6 km from my house.

I thought it was odd that my children are being sent to a school that is further away from my house and in a different municipality.

- Requested was denied by Senior Management

I contact Superintendent Baker and asked if the attendance boundary could be adjusted so my children would be able to attend Lakewood. The original response was no. I further pointed out that both Burford and Paris Central were further from my house (10 km further in the case of Paris Central). Superintendent Baker advised

that based on that information, he would take the matter to the Executive Committee for review.

After the review was complete, he contacted me by phone and advised that I would be given permission to register my children out of boundary and that “good news” there was an existing bus stop “right near my house” and I could apply for courtesy busing.

While I was waiting for the letter to arrive (so I could review the details), I contact the Student Transportation Group to find out where the bus stop “right near my house” is located. I spoke with Philip Kuckyt (Manager of Transportation). He advised that the closest bus stop for the French Immersion Program is 6 km from my house. I don’t deem 6 km to be “right near my house”.

- Busing Distance

During my conversation with Student Transportation, I asked about the busing my children currently receive. I was advised that currently the bus my children take goes 17 km out of its way to pick up my children. The bus does this twice a day.

The stop before ours is in Oakland and the stop after us is in Scotland. Both Oakland and Scotland are in the County of Brant. We are located just off the 6<sup>th</sup> Concession Townsend. So about 5 concession south of the County boundary.

Next year they will require two buses as my children will be in different schools. It’s not possible to pick up both of them, get them to their respective schools, and stay under the 75 minute limit for busing. This means that one bus will have to go 17 km out of its way twice a day. I’m not sure about how far out of its way the other bus will need to travel. I do know out of the 8 children going to Paris, none of those families are within 25 km of us.

It seems odd to me that the Board would spend the money on two different buses going to the same area to take children to two different schools.

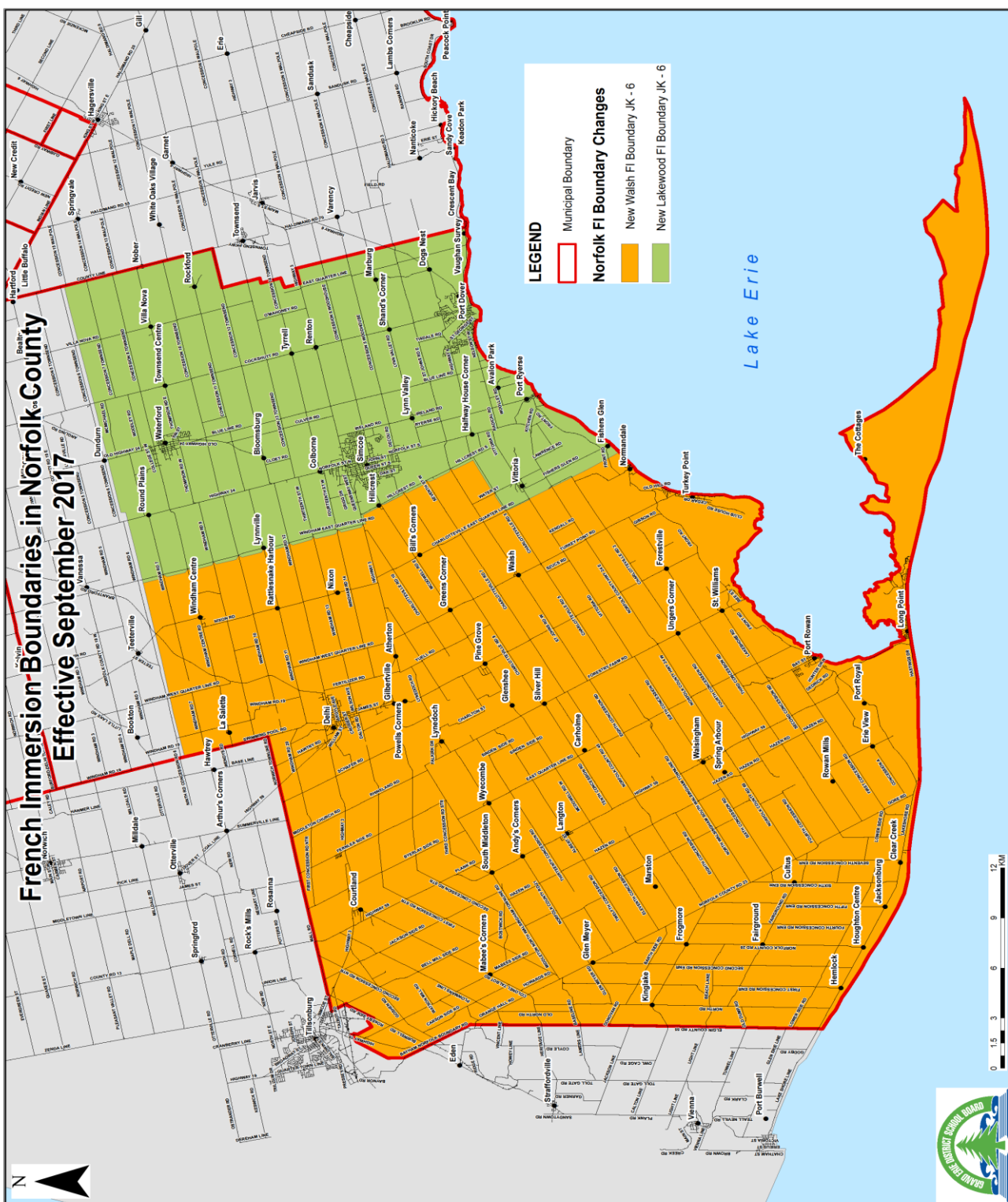
### **SUMMARY**

In summary, I am asking that the Attendance Boundary for Lakewood Elementary School French Immersion program be adjusted to include my area so that my children are able to attend Lakewood and have guaranteed busing. Out of boundary status does not assist the situation as they will not be able to get to school without a bus.

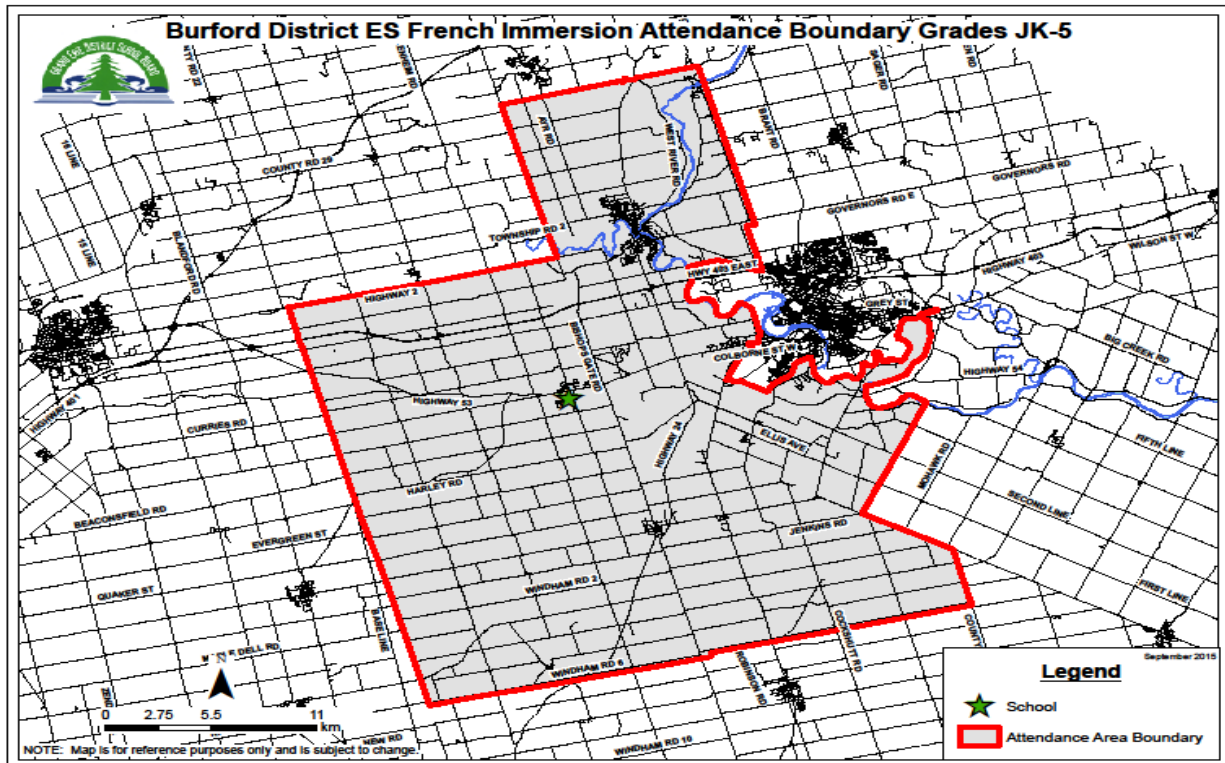




## Attachment 2



## Attachment 3







## MINUTES

**Present:** Board Chair D. Dean, Board Vice-Chair G. Anderson, R. Collver, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

**Administration:** Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. DeVos, J. Gunn, D. Martins, S. Sincerbox, L. Thompson; Recording Secretary – L. Kay

**Regrets:**

Trustees: Nil  
Administration: Nil

**A – 1 Opening**

**(a) Roll Call**

The meeting was called to order by Chair, D. Dean at 6:30 p.m. for the purpose of conducting the Open Session.

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

**(c) In Camera Session**

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Chair, D. Dean at 7:20 p.m.

**(e) Memorials**

**(i) Cindy Miller, Glen Morris Central Public School**

The memorial statement was read by T. Waldschmidt.



(ii) **Karl Langton, Grand Erie Learning Alternatives**

The memorial statement was read by G. Anderson.

The Trustees and Senior Administration took a moment of silence to honour Cindy and Karl.

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

Presented as printed.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Agenda be approved as printed.

**Carried**

(g) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: W. Waldschmidt

THAT the Grand Erie District School Board confirms the appointments to the Secondary Principals' pool.

Moved by: R. Collver

Seconded by: A. Felsky

THAT the Grand Erie District School Board confirms the appointments to the Secondary Vice-Principals' pool

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board confirms the appointments to the Elementary Principals' pool.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board confirms the appointments to the Elementary Vice-Principals' pool

Moved by: A. Felsky

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve C-1-g.





Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board refer D-1-b to the May 8, 2017 Committee of the Whole meeting.

**Carried**

**(h) Presentations - Student Recognition Awards**

The recognition program is Grand Erie District School Board's way to honour and celebrate students who have accomplished excellence in the areas of academics, athletics, and the arts, as well as excellence in the community. All recipients receive a certificate signed by B. Blancher and D. Dean, Chair of the Board. Trustee Sandy and Director Blancher presented the certificates to those recipients present.

Kailey Russell (Grade 11), Brooke Winkels (Grade 11), Jacklyn Smith (Grade 9), and Megan Rohfritsch (Grade 12) from North Park Collegiate are being recognized for their outstanding achievements during the recent OFSAA swim championships. Kailey, Brooke, Jacklyn, and Megan were members of the senior girl's 4x50 medley relay swim team, which won gold last month at the OFSAA Swim Championships in Windsor. Jacklyn Smith, also won gold in the junior girl's 100 individual medley. Through teamwork, cooperation and dedication to their sport helped get them there. Their perseverance and positive spirits are an example both at the pool and in the community.

Kiara Barrow, Grade 8 from Delhi PS is being recognized for her achievements in the local arts community, including her recent performance at the Norfolk Musical Arts Festival resulting in earning the Emily Hillyer Memorial Scholarship. Since the age of six, Kiara has been stirring audiences throughout Norfolk County with her renditions of musical theatre and classical pieces. Her sense of responsibility and commitment to the arts is an inspiration, and she's only just getting started.

The recipients were congratulated by the trustees and responded to questions and comments.

**(i) Delegation**

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board hear the late delegation received at the Regular Board Meeting as per BL11 – Delegations.



## Regular Board Meeting

April 24, 2017

Education Centre, Board Room

- (i) Jennifer Daniel and Angela McMillan presented their delegation regarding Burford District Elementary School French Immersion

J. Harris noted on page 6 that the delegation spoke to pros and cons, and asked how they arrived at the cons? J. Daniel responded through brainstorming themselves and feedback from parents. J. Harris asked if the delegation considered the impact to the students in the regular program at Paris Central if Paris Central becomes a single-track French Immersion school and displaces students in the regular program?

D. Sowers thanked the delegation for their thoroughness.

- (ii) Heather Keam presented her delegation regarding Burford District Elementary School French Immersion

D. Dean thanked the delegations and reminded the Trustees of the options as per Bylaw 11 – Delegations.

A. Felsky had a question for staff around the communication that transpired. B. Blancher reminded the Trustees that the initial meeting of the North Brant ARC did not include representation from Burford because the ARC involved options for consolidating student populations in Paris and the potential closure or re-purposing of Paris Central. It was decided at the first meeting of the ARC in early November 2015 that due to the fact that the Burford French Immersion program might be affected that a parent representative from the Burford French Immersion program should be invited to join the ARC and this was in place for the ARC meeting held in early December 2015. Communication about the ARC was provided through our website, through school communications and through local media. When the Elementary French Immersion Consultation Committee was convened in February 2016, Burford had a parent representative on that committee and she attend all 4 meetings of the committee. It was an expectation, outlined in the Terms of Reference of the committee, that school representatives shared the work of the committee with their school community. Meeting notes from each of the 4 meetings were also sent to each school involved.

Moved by: C.A. Sloat

Secondary by: T. Waldschmidt

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

**Carried**

C.A. Sloat noted we know French Immersion is an issue due to lack of teachers and space and this a program of choice. The government will not consider capital for expansion of French Immersion schools. We have done a good job and the program will continue.





**Regular Board Meeting**  
April 24, 2017  
Education Centre, Board Room

J. Harris asked if we were to refer this issue back to staff, what would be the outcome. B. Blancher responded that the Trustees would need to provide Staff with directions of what different information they would require since much of this information was part of the North Brant ARC. J. Harris noted the first delegation is unique as tangible options have been offered and suggested this be referred to Staff for comment. B. Blancher reminded the Trustees that during the North Brant ARC that the option of making Paris Central a single track French Immersion School was one of the earliest recommendations put forward to the ARC.

R. Collver appreciated comments received and does not see this to be a viable solution as presented. A lengthy consultation was held on French Immersion and we have done our due diligence. J. Harris is concerned that the Board went through a long process and believes consideration should be given to offer comments on the delegation but believes that the facts have not changed and will not change the outcome.

D. Sowers noted concern that we have processes but how do we have a large percentage of parents that were not aware of this, should we be putting advertisements in local papers? B. Blancher responded that there was advertising in local newspapers for all meetings of the ARC and there was media coverage of the meetings. There was a motion to receive and file the delegation. (no further action)

**B – 1 Approval of Minutes**

**(a) Regular Board Meeting – March 27, 2017**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Minutes of the Regular Board Meeting, held March 27, 2017 be approved.

**Carried**

**(b) Committee of the Whole Board – April 10, 2017**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Minutes of the Committee of the Whole Board Meeting, held April 10, 2017 be approved.

**Carried**



**C – 1 Business Arising from Minutes and/or Previous Meetings**  
Nil

**D – 1 Director's Report**

**(a) EGALE**

B. Blancher asked W. Baker to introduce our guests. W. Baker invited C. Bibby, Social Worker with Grand Erie, J. Schooley, a member from Haldimand Norfolk REACH and F. Cole, an advocate for the transgender community to the table to present. C. Bibby noted that this presentation aligns with our Policy on Equity and Inclusive Education to raise awareness to protect students against discrimination and harassment and promote the dignity and equality of gender diversity. C. Bibby noted that there are a number of Secondary schools in the Board that have a Gay Straight Alliance (GSA) and noted a neighbouring Board has started GSAs in their Elementary Schools.

C.A. Sloat asked if students request for a GSA to be started and how many of our secondary schools have one. C. Bibby responded yes students can request an alliance to be started and that a third of Grand Erie Secondary schools have a GSA.

A. Felsky thanked the presenters for attending and educating the Trustees. E. Marr thanked them and noted inclusiveness has improved at her school and made a difference for some of her friends.

**Director's highlights:**

- Grand Erie has been approached by the Ministry of Education for involvement in a number of projects / activities including an opportunity to highlight what is being done differently in supporting learning, teaching and leading in mathematics as a result of the Renewed Math Strategy (RMS) – this will include production of a video; involvement of the Principal and staff at Bellview Public School in a focus group to share insights from their participation in the RMS; and, an opportunity to share the Grand Erie experience in supporting joint-use schools
- Earth Week began April 20, 2017 and continues this week – as noted on the email from Shawn McKillop, there are a number of Earth Week events happening in our schools
- Education Week Gala Talent Show – Sanderson Centre, Thursday, April 27, 2017
- Open House at Anna Melick Memorial School as part of the school closure events – Saturday, April 29, 2017
- Friday, April 28, 2017 - PD Day for Elementary and Secondary
- Bisons Alumni North Park Sports Complex Grand Opening - Wednesday, May 3, 2017
- École Confédération's Grand Opening - Friday, May 5, 2017



B. Blancher invited L. DeVos to provide update on the Camp SAIL. L. DeVos informed the Trustees that Camp SAIL will be extended from 12 days to 15 days. The team is currently in communication with Administrators, Teacher and Parents. A. Felsky asked with expansion and continued growth, is this an indicator for full year learning? B. Blancher noted the goal of Camp SAIL is more around the mitigation for summer learning loss.

C.A. Sloat asked if the full year learning has been a push at the Council of Ontario Directors of Education (CODE). B. Blancher responded not at this time.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of April 24, 2017 as information.

**Carried**

**E – 1 Student Trustees' Report**

B. Newman and E. Marr provided an update on the April 20 Annual Spring Student Senate.

B. Doyle thanked the Student Trustees for their leadership.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Student Trustees' Report of April 24, 2017 as information.

**Carried**

**F -1 Committee Report**

**(a) Committee of the Whole Board – February 13, 2017**

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated April 10, 2017 as follows:

**1. In Camera Report**

THAT the Grand Erie District School Board approve B-1-a.

**2. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of April 10, 2017 as information.



**3. Secondary Class Size**

THAT the Grand Erie District School Board approve an increase to the average aggregate Secondary School Class Size to 22 for 2017-2018.

**4. International Students - Fee Structures**

THAT the Grand Erie District School Board approve the 2017-2018 Tuition Fees for International Students.

**5. Mileage Remuneration Review**

THAT the Grand Erie District School Board approve an increase in the current mileage rate to \$0.54 per kilometer for the first 5,000 kilometers, and \$0.48 per kilometer thereafter effective September 1, 2017, subject to final budget approval as directed by the Canada Revenue Agency.

**6. Pauline Johnson Collegiate Hospitality Program Report**

THAT the Grand Erie District School Board approve the plans to renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program for September 2017 subject to final approval of the Facility Renewal Plan for 2016-17.

**7. Facility Renewal Plan 2016 – 2017**

THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2016-17.

**8. Quality Accommodation Update (BL8)**

THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.

THAT the Grand Erie District School Board approve recommended Boundary reviews, in May 2017:

- a) Conduct an Elementary School Boundary review to assign the new McClung development in Caledonia to Caledonia Centennial School.
- b) Conduct an Elementary School Boundary review to assign residential areas under development in Southwest Brantford that are currently assigned to Walter Gretzky PS to Ryerson Heights PS as a temporary holding school until a new school is constructed.
- c) Conduct a Secondary School Boundary review to direct students residing in the new McClung development in Caledonia to Cayuga Secondary School



THAT the Grand Erie District School Board approve Pupil Accommodation review for completion in 2017-18 of Brant/Brantford Secondary schools (BCI, North Park, Pauline Johnson, Tollgate and Paris). The scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

**9. Design Approval to Tender – New Fairview School**

THAT the Grand Erie District School Board approve the design of the New Fairview School for release of tender documents.

**10. Proposed Boundary Change**

THAT the Grand Erie District School Board suspend Procedure FT119.

THAT the Grand Erie District School Board approve Boundary revision to assign a portion of the Princess Elizabeth catchment area to Major Ballachey effective September 1, 2017.

**11. Bylaw 8 – Committee of the Board**

THAT the Grand Erie District School Board approve the establishment of a subcommittee to review Bylaw 8 – Committee of the Board.

**12. Education Technology Initiative Update**

THAT the Grand Erie District School Board received the Education Technology Plan Update as information.

**13. Data Report – E-Learning Annual Report**

THAT the Grand Erie District School Board receive the Data Report – eLearning Annual Report at information.

THAT the Grand Erie District School Board request a Turning Point Program report be presented to Trustees.

**14. Summer School Report**

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

**15. Annual School Effectiveness Framework Report**

THAT the Grand Erie District School Board receive the Annual School Effectiveness Framework report as information.



**16. Trustees' Expenses Report (F3)**

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

**17. Education Week 2017**

THAT the Grand Erie District School Board receive the Education Week 2017 Report as information.

**18. Before and After School Programs 2017/2018**

THAT the Grand Erie District School Board receive the Before and After School Programs 2017-18 Report as information.

**19. Partnering Together for Healthy Schools Protocol**

THAT the Grand Erie District School Board receive Partnering Together for Healthy Schools Protocol as information.

**20. Correspondence**

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

D. Dean requested that Recommendation No. 5 be separated from the main report.

A vote was taken on Recommendation No. 1 – 4 and 6 – 20. **Carried**

D. Dean recommends rewording the motion for Recommendation No. 5.

Moved by: A. Felsky

Seconded by: J. Harris

THAT the Grand Erie District School Board, as directed by the Canada Revenue Agency, approve an increase in the current mileage rate to \$0.54 per kilometer for the first 5,000 kilometers, and \$0.48 per kilometer thereafter effective September 1, 2017, subject to final budget approval.

**Carried**

**G – 1 New Business**

**(a) Workforce Report**

S. Sincerbox reviewed the Workforce Report which the Board receives three times a school year to provide totals by employee group/position relative to the budget and includes retirement and resignations.



Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Workforce Report with data as of March 31, 2017.

**Carried**

**(b) Quarterly Budget Report (F2)**

J. Gunn reviewed the Quality Budget report for the six months ended February 28, 2017. C.A. Sloat noted we are up to 6 Secondary schools that have been the subject of a Ministry Enrolment review and what is the expectation for the other 8 and how far back do they go? J. Gunn responded they go back to the prior school year (2014 – 2015 in this case) and we have not received any requests for the remaining 8 secondary schools.

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the six months ended February 28, 2017 as information.

**Carried**

**(c) Enrolment Update Report**

J. Gunn reviewed the Enrolment Update Report which is reported to the Ministry of Education on October 31 and March 31 each year. The report consisted of details on the original enrolment projections, actual enrolment and enrolment history. G. Anderson asked when do we bottom out with the decline in secondary? J. Gunn responded that based on the Watson report, 2 years.

Moved by: G. Anderson

Seconded by: D. Sowers

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

**Carried**



**H – 1 Other Business**

**(a) Summary of Accounts – March 2017**

Presented as printed.

Moved by: J. Harris

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of March 2017 in the amount of \$10,833,751.31 as information.

**Carried**

**(b) Special Education Advisory Committee Minutes – March 2, 2017**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – March 2, 2017 as information.

**Carried**

**(c) Joint Occupational Health & Safety Committee Minutes – March 23, 2017**

Presented as printed. One correction in section 2.0 / 3.0 the future meeting dates are incorrect, should be February 16, 2017. Anna Melick school has missed their inspection. R. Collver asked who is responsible for the health and safety inspections. J. Gunn responded that the principal is the leader and involved in the inspection as well as unionized staff. Some schools may be planning their inspections too late in the month leaving no room for emergencies/cancellations.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – March 23, 2017 as information.

**Carried**





**(d) Grand Erie Parent Involvement Committee Minutes (Draft) – March 23, 2017**

Presented as printed.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) – March 23, 2017 as information.

**Carried**

**(e) Native Advisory Committee Minutes – February 28, 2017**

Presented as printed. C.A. Sloat number 7, how are PowerSchool and our registration forms set up. B. Blancher noted D. Abbey has looked into this issue and the items available for a parent to check which do not include native ancestry when this used to be an option. Apparently our form aligns with OnSIS so B. Blancher is connecting with J. Henry our regional Education Officer for Indigenous Ed to see what changes can be made.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes – February 28, 2017 as information.

**Carried**

**(f) Audit Committee Minutes (Draft) – March 28, 2017**

Presented as printed.

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) – March, 2017 as information.

**Carried**

**I – 1 Correspondence**

(a) Limestone District School Board Letter to Ontario Universities Application Centre – March 28, 2017

(b) Support OPEN's Legal Challenge to Public Funding of Separate Schools – April 28, 2017



**Regular Board Meeting**  
April 24, 2017  
Education Centre, Board Room

D. Dean noted that he found I-1-b very interesting. D. Dean asked the Trustees if there should be discussion at a later board meeting. G. Anderson noted this is a provincial decision. D. Dean responded this letter is a little different as they are an organization taking this to the government. R. Collver noted in order to support this, she would require further background on the organization. J. Harris agreed with R. Collver. A. Felsky responded we need to take a leadership role, would welcome the discussion and trust the information provided to us. J. Harris supports A. Felsky's position and further noted this is a topic that needs to be talked about.

Moved by: J. Harris

Seconded by: T. Waldschmidt

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

**Carried**

**J – 1 Adjournment**

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 9:14 p.m.

**Carried**

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Board Chair, David Dean



## MINUTES

**Present:** T. Waldschmidt – Committee Chair, G. Anderson, R. Collver, D. Dean, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, B. Newman (Student Trustee)

**Via Telephone:** A. Felsky

**Administration:** Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, J. Gunn, S. Sincerbox, L. Thompson, Recording Secretary – L. Kay

**Regrets:**

**Trustees:** B. Doyle, J. Harris, E. Marr (Student Trustee)

**Administration:** D. Martins

**A – 1 Opening**

**(a) Roll Call**

The meeting was called to order by Committee Chair, T. Waldschmidt at 6:30 p.m. for the purpose of conducting the In Camera Session.

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

Nil.

**(c) In Camera Session**

Moved by: G. Anderson

Seconded by: D. Sowers

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Committee Chair, T. Waldschmidt at 7:15 p.m.

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

Presented as printed.

Moved by: D. Dean

Seconded by: G. Anderson

THAT the agenda be approved as printed.

**Carried**



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

(f) **In Camera Report**

Moved by: D. Dean

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Terms and Conditions between the Grand Erie District School Board and the Grand Erie Management Support team, effective September 1, 2016.

**Carried**

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the extension of the Facility Partnership Liaison – Project Contract Agreement with Lynn Hewitt under the same terms for the period beginning June 1, 2017 and concluding no later than May 31, 2018.

**Carried**

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

NIL

**C – 1 Director's Report**

The Director highlighted:

- Makerspace Pilot Project – This project is being led by the Council of Directors of Education (CODE) and it involves Maker Spaces – during this year 11 boards participated the Makerspaces research project and as part of the expansion of the project, Grand Erie has been invited to participate next year by involving one elementary school. The project will provide valuable learning opportunities for students and teachers and will support the identification of successful practices while exploring new pedagogies that foster a modern and responsive educational experience. Agnes Hodge Elementary will participate in this project beginning in September.
- Rural Schools Consultation – B. Blancher provided a verbal update on this consultation that is taking place across the province but not in Grand Erie. R. Collver believes the Ministry is missing the mark on this and wonders what constitutes being rural as Grand Erie District School Board has some rural areas.
- Budget Review meeting – The Board of Trustees are holding a series of public meetings to discuss the proposed 2017-18 Budget. First of the series will be held on Wednesday, May 10, 2017 at 5:30 p.m.



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

- Boundary Review Meetings have been scheduled for South West Brantford on May 23, 2017 at 6:00 p.m. at Ryerson Heights Elementary School and for McClung Road Subdivision, Caledonia on May 30, 2017 at 6:00 p.m. (Elementary) and 6:30 p.m. (Secondary) at McKinnon Park Secondary School
- 2017/18 School Years Calendar – Approval has been received from the Ministry
- Graduation Rates – The Ministry of Education released the information for school boards across Ontario. Grand Erie District School Board has seen an improvement of 6% in Year 4 and 5.6% in Year 5 graduation rates since 2014 and work is ongoing to continue improvement in this area
- The Healthy Schools Protocol introduced to Trustees at the April 10<sup>th</sup> Committee of the Whole Meeting will be signed on Thursday, May 11, 2017 at 10:15 a.m. at Walter Gretzky Elementary School/St. Basil Catholic Elementary School library
- The Council for Exceptional Children Annual Awards will be held on May 30 at Holy Trinity Catholic High School in Simcoe at 7:00 p.m. The awards will be presented in the following categories: Teacher of the Year Award, Paraprofessional Award, Student Award, Life Skills Student, Educational Leader, Business/Community Service, Community Volunteer, Warrener Parent Involvement, and Profession Support Services
- May 13, 2017 – several spring events taking place including Tollgate Technological Skills Centre Annual Spring Sale and 50<sup>th</sup> Anniversary Celebration; Hagersville Secondary 4<sup>th</sup> Annual Spring Fling craft show and plant sale and the Community Spring Gard Sale at Cayuga Secondary

C.A. Sloat asked if School Messenger will be used to communicate the Boundary review meetings? B. Blancher responded we will. R. Collver reminded the Board of the Boundary Review procedure which outlines that the working group will include Two Trustees and School Council Representatives. J. Gunn responded the Principal of each school will look after the school council representation and the Board Chair will request Trustee participation.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Director's Report of May 8, 2017 as information.

**Carried**

### D – 1 New Business – Action/Decision Items

#### (a) Revised 2016-2017 Committee / Board Meeting Schedule

B. Blancher reviewed the Revised 2016-17 Committee/Board Meeting Schedule report noting historically the meeting agendas for the August Committee of the Whole and Board

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## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

meetings are light. It was requested that the August 21, 2017 Committee of the Whole meeting be combined with the August 28, 2017 Board meeting.

C.A. Sloat noted she is not in favour of one meeting in August.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the revised 2016-17 Committee/Board Meeting Schedule.

**Carried**

### (b) 2017-18 Committee/Board Meeting Schedule

B. Blancher presented the annual report that is provided each May to set the meeting dates for the next school year. B. Blancher noted one correction to item #5 of the report which is not an exception since we have scheduled the May meetings for the second and fourth Monday. This schedule is developed with two meetings per month, with the exception of August with one combined meeting. One date change was requested, April 30, 2018 meeting be moved/scheduled for April 23, 2018.

R. Collver cannot support eliminating the second meeting in August on a continuous basis and believes this should be decided on a year by year basis. The consensus was to add a Committee of the Whole meeting on August 20, 2018 to the schedule and a request be brought to the Board in May or June timeframe each year if a combined the August meeting makes sense.

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board approve the 2017-18 Committee/Board Meeting Schedule, as amended.

**Carried**

### (c) Allocation of Education Assistants 2017-2018

L. Thompson reviewed the Allocation of Educational Assistant 2017-2108 report that is presented to Trustees on annual basis and provided highlights from rationale, Educational Assistant Allocations – Trend Data, options considered, budget implications/funding source(s) and communication plan.

G. Anderson asked for clarity from J. Gunn if Educational Assistant support has not changed much over the number years. J. Gunn confirmed this is correct. D. Dean asked do we hold

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## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

any Educational Assistant back as reserves? L. Thompson responded that we typically do have a hold backs but at this time all Educational Assistants are allocated for 2017/18.

R. Collver added that we ought to have better understanding of what needs we are not meeting and what the next steps should be. L. Thompson will gather as much information as possible before the budget meetings commence on Wednesday, May 10<sup>th</sup>.

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report "Allocation of Educational Assistants 2017-2018", pending finding budget approval.

**Carried**

### D – 2 New Business – Information Items

#### (a) Community Planning and Facility Partnership – Annual Facility Status Report

J. Gunn reviewed the Community Planning and Facility Partnership report referring to Policy FT11 Facility Partnerships. J. Gunn noted this annual status report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings, use of the Facility Partnership Liaison to work with our communities to find appropriate partners, and communication with community. J. Gunn noted representatives from each of the municipalities in Grand Erie attended a meeting on April 27<sup>th</sup> where the Board shared information about long term accommodation forecast and key population/demographic statistics; completed accommodation reviews, development plans and school closures coming from these decisions; future accommodation reviews, plans to address growth and space available in schools for facility partnerships. There was also a discussion on co-building opportunities and Municipal Planning Staff acknowledge the need to look at zoning bylaws to consider potential uses of school space by facility partners.

R. Collver shared feedback she has received from some of our partners that they should have the space in our facility for no charge. D. Sowers asked what is the standard square footage we charge for each of the school. J. Gunn responded that we charge the same amount that we are provided for school space from GSN. J. Richardson asked for clarification that we cannot look at overnight accommodation? J. Gunn responded overnight accommodation is challenging due to fire code regulations.

Moved by: J. Richardson

Seconded by: C.A. Sloat





## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

**Carried**

(b) **Capital Planning Capacity Program**

J. Gunn reviewed the Capital Planning Capacity Program report providing background on the Ministry memorandum 2016:B04 Capital Planning Program 2015-16 and 2016-17. J. Gunn advised the Board the Capital Planning Program (CPC) allocated for Grand Erie District School Board for the 2017-18 school year is \$163,370 and the allocation is intended to support planning and data management. J. Gunn reviewed the implementation plans and Administration's proposal to direct the allocation to engage a firm to update enrolment trends and population statistics from the 2016 Census, continue to support the Facility Partnership Liaison contract and for data management to continue to support one current half time Clerical position in Facility Services and employ resources on a temporary basis to update facility information systems.

C.A. Sloat asked about the School Facilities Information System (SFIS) and VFA system? J. Gunn responded SFIS is housed at the Ministry to track school facility data and room usage and VFA tracks renewal events by building e.g. roof to replacement etc.

R. Collver asked for clarity on the Census data and inquired if the firm updating the data was looking at our market share. J. Gunn noted the scope of the grant is not to fund a marketing plan but rather mine the data to help us understand where we need to pay attention to market share. C.A. Sloat asked about the data management clerical becoming a full time position and asked if this permanent. J. Gunn responded they will continue to support the extra half time position for one year.

Moved by: D. Dean

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Capital Planning Capacity Program report as information.

**Carried**

(c) **Student Senate Report**

B. Blancher referred to the report which details the Student Senate meeting held on April 20, 2017.

R. Collver asked about the presentation on inclusiveness, what was the take away and were there any next steps. B. Blancher invited Student Trustee B. Newman to respond. B.

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## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

Newman responded that some attendees from the Student Senate have posted on the O365 Student Senate Group OneNote how they are including what they learned from the presentation into their schools.

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Student Senate Report (Minutes of April 20, 2017) as information.

**Carried**

(d) **Student Trustee Selection**

B. Blancher introduced Leicia Kelly, from Simcoe Composite School who was elected as the student trustee representing the South for the 2017 – 2018 school year and introduced Jeriann Hsiao, from Brantford Collegiate Institute and Vocational School who was elected as the student trustee representing the North for the 2017 – 2018 school year.

B. Blancher congratulated L. Kelly and J. Hsiao and looks forward to their participation next year. An orientation meeting will be held in late August 2017.

Moved by: D. Dean

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Student Senate's Report on the appointment of the following Student Trustees for 2017-18:

Grand Erie North: Jeriann Hsiao

Grand Erie South: Leicia Kelly

**Carried**

(e) **Data Report – Learning Intervention Tracking for Excellence (LITE) – Referrals for Professional Services**

L. Thompson reviewed the Learning Intervention Tracking for Excellence (LITE) report which consisted of background on the LITE process software, additional information of the LITE Modules currently being used by Grand Erie District School Board which are:

- Individual Education Plan Writer (IEP Writer) – tool to meet the Ministry standards for IEPs.
- Interventions – creation, approval and parental consent of customized student referrals
- Meeting Management (MMM Module) – integrated with the IEP Writer for planning, scheduling and reporting of identification, placement and review committee meetings



## Committee of the Whole Board

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Education Centre, Board Room

- Supervised Alternative Learning (SAL Module) - support the planning, schedule and reporting of SAL plans for students
- Student Support and Transportation Plan (SSTP Module) - ensure primary medical concerns of students are recorded
- Special Education Export (SPEX Module) – streamline and consolidate data of Special Education Program and/or services
- Student Services Form Module – enables authorized personnel to electronically create, administer, update, query and report on the services that provided to a student

D. Dean asked who extracts the data. L. Thompson responded board staff or the Learning Resource teacher would extract.

C.A. Sloat requested IEP owner be changed. L. Thompson responded she will take that request back to the team.

R. Collver thanked L. Thompson for the transformation of this report and noted that the report does not contain ROKS data. L. Thompson responded we have minimal ROKS referrals and will look into this.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive “Data Report – Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services” as information.

**Carried**

(f) **Managing Information for Student Achieve (MISA) Update**

B. Blancher referred to the annual report noting the Ministry has identified four priority funding areas and for 2016-2017 Grand Erie’s priorities aligned with three of those priorities.

R. Collver noted Priority 3 Privacy and Information Management Committee should include Trustee representation on the committee. B. Blancher responded that is correct and will revise the report to reflect this.

C.A. Sloat asked for an update on the data dashboard. B. Blancher noted G. Rousell investigated an O365 Business Intelligence Application and we are in the beginning stage and should have something by Fall 2017.



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

C.A. Sloat asked in Priority 2 who will be presenting papers at the 2017 conference of the Canadian Society for Studies in Education. B. Blancher responded Greg Rousell is presenting - Evaluation of Educational Technology Initiative - A School Board Perspective

Michelle Searle from Western is presenting - Mobilizing Knowledge through a School Board - University Collaborative Approach to Evaluation: Reflections and Opportunities

Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the MISA Update as information.

**Carried**

(g) **Anna Melick Memorial School Transition Committee Report (F3)**

L. De Vos reviewed the report and noted a correction to the title for Elaine Roberts, Executive Assistant and as per Procedure FT9 is requesting a motion to disband the Transition Committee.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Anna Melick Memorial School Transition Committee Report as information.

**Carried**

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board disband the Anna Melick Memorial Transition Committee.

**Carried**

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

(a) **SO8 Community Partnership**

L. Thompson referred to the comments received and revisions made. A. Felsky is delighted to see the update and thanked L. Thompson.

Moved by: R. Collver

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Policy SO8 – Community Partnerships.

**Carried**



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

(b) **SO10 Bullying Prevention and Intervention**

W. Baker referred to the comments received and revisions made. W. Baker noted he received a further comment regarding Tuition Agreement Students and it was suggested and agreed that “of the Board” on page 1, 4<sup>th</sup> paragraph be removed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Policy SO10 – Bullying Prevention and Intervention, as amended.

**Carried**

(c) **SO11 Progressive Discipline and Promoting Positive Student Behaviour**

W. Baker referred to the comments received and revisions made.

R. Collver requested “of the board” on page 4, 3<sup>rd</sup> paragraph be removed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour, as amended.

**Carried**

E – 2 **Procedures Consideration – Information Items**

(a) **HR120 Communicable Diseases**

S. Sincerbox referred to the comments received and revisions made.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive Procedure HR120 – Communicable Diseases as information.

**Carried**

(b) **SO134 Website Requirements**

D. Abbey referred to the comments received and revisions made.

C.A. Sloat referred to section 5.1b) and understands the concerns but we have student council tweeting on behalf of the school, and social media being used by many parents so why can't students or parents be in charge of updating the school website. B. Blancher responded that social media use is different than updating a website.



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

Moved by: D. Sowers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive Procedure SO134 – Website Requirements as information.

**Carried**

(c) **SO129 Bullying Prevention and Intervention**

W. Baker referenced that the contents of SO129 have been included in Policy SO10 – Bullying Prevention and Intervention and recommends SO129 be rescinded.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Procedure SO129 – Bullying Prevention and Intervention.

**Carried**

(d) **SO130 Progressive Discipline and Promoting Positive Student Behaviour**

W. Baker referenced that the contents of SO130 have been included in Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour and recommends SO130 be rescinded.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board rescind Procedure SO130 – Progressive Discipline and Promoting Positive Student Behaviour.

**Carried**

F– 1 **Other Business**

(a) **OPSBA Report**

C.A. Sloat referred to the OPSBA report. G. Anderson shared his view that it's important that a Director be a qualified teacher. D. Dean asked about the 6.49% increase to our OPSBA fees. C.A. Sloat responded that there was not enough time allotted at the OPSBA meeting to discuss the matter in detail.

R. Collver suggested Grand Erie District School Board request that the Chair write a letter expressing our concern with the increase.

Moved by: R. Collver

Seconded by: D. Sowers



## Committee of the Whole Board

May 8, 2017

Education Centre, Board Room

THAT The Grand Erie District School Board write a letter to OBSPBA of Grand Erie District School Board's dissatisfaction with the increase and the lack of advance notice rational.

**Carried**

Moved by: D. Sowers

Seconded by: G. Anderson

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

**Carried**

### G – 1 Correspondence

- (a) Thames Valley District School Board Letters re: Reduction of Class Size Requirements for Native Language Course – April 11, 2017

Moved by: J. Richardson

Seconded by: A. Felsky

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

**Carried**

### H – 1 Adjournment

Moved by: D. Sowers

Seconded by: C.A. Sloat

THAT the meeting be adjourned at 8:52 p.m.

**Carried**

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Committee of the Whole Board Chair, Tom Waldschmidt



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Tom Waldschmidt, Chair, Committee of the Whole Board  
 RE: **Committee of the Whole Board Report**  
 DATE: May 29, 2017

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated May 8, 2017 as follows:

**1. In Camera Report**

THAT the Grand Erie District School Board approve the Terms and Conditions between the Grand Erie District School Board and the Grand Erie Management Support team, effective September 1, 2016.

THAT the Grand Erie District School Board approve the extension of the Facility Partnership Liaison – Project Contract Agreement with Lynn Hewitt under the same terms for the period beginning June 1, 2017 and concluding no later than May 31, 2018.

**2. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of May 8, 2017 as information.

**3. Revised 2016-2017 Committee / Board Meeting Schedule**

THAT the Grand Erie District School Board approve the revised 2016-17 Committee/Board Meeting Schedule.

**4. 2017-18 Committee/Board meeting Schedule**

THAT the Grand Erie District School Board approve the 2017-18 Committee/Board Meeting Schedule, as amended.

**5. Allocation of Education Assistants 2017-2018**

THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report "Allocation of Educational Assistants 2017-2018", pending finding budget approval.

**6. Community Planning and Facility Partnership – Annual Facility Status Report**

THAT the Grand Erie District School Board approve the plans to renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program for September 2017 subject to final approval of the Facility Renewal Plan for 2016-17.

**7. Capital Planning Capacity Program**

THAT the Grand Erie District School Board receive the Capital Planning Capacity Program report as information.

**8. Student Senate Report**

THAT the Grand Erie District School Board receive the Student Senate Report (Minutes of April 20, 2017) as information.

**9. Student Trustee Selection**

THAT the Grand Erie District School Board receive the Student Senate's Report on the appointment of the following Student Trustees for 2017-18:

Grand Erie North: Jeriann Hsaio  
Grand Erie South: Leicia Kelly

**10. Data Report – Learning Intervention Tracking for Excellence (LITE) – Referrals for Professional Services**

THAT the Grand Erie District School Board receive "Data Report – Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services" as information.

**11. Managing Information for Student Achievement (MISA) Update**

THAT the Grand Erie District School Board receive the MISA Update as information.

**12. Anna Melick Memorial School Transition Committee Report (F3)**

THAT the Grand Erie District School Board receive the Anna Melick Memorial School Transition Committee Report as information.

THAT the Grand Erie District School Board disband the Anna Melick Memorial Transition Committee.

**13. SO8 Community Partnership**

THAT the Grand Erie District School Board approve Policy SO8 – Community Partnerships.

**14. SO10 Bullying Prevention and Intervention**

THAT the Grand Erie District School Board approve Policy SO10 – Bullying Prevention and Intervention, as amended.

**15. SO11 Progressive Discipline and Promoting Positive Student Behaviour**

THAT the Grand Erie District School Board approve Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour, as amended.

**16. HR120 Communicable Diseases**

THAT the Grand Erie District School Board receive Procedure HR120 – Communicable Diseases as information.

**17. SO134 Website Requirements**

THAT the Grand Erie District School Board receive Procedure SO134 – Website Requirements as information.

**18. SO129 Bullying Prevention and Intervention**

THAT the Grand Erie District School Board rescind Procedure SO129 – Bullying Prevention and Intervention.

**19. SO130 Progressive Discipline and Promoting Positive Student Behaviour**

THAT the Grand Erie District School Board rescind Procedure SO130 – Progressive Discipline and Promoting Positive Student Behaviour.



**20. OPSBA Report**

THAT The Grand Erie District School Board write a letter to OBSPBA of Grand Erie District School Board's dissatisfaction with the increase and the lack of advance notice rational.

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

**21. Correspondence**

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

Respectfully submitted,

Tom Waldschmidt, Chair  
Committee of the Whole Board



Amended per May 8 CW meeting

## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **2017-18 Committee/Board Meeting Schedule**  
DATE: May 8, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the 2017-18 Committee/Board Meeting Schedule.

### Background:

It is customary each year for the Board to approve a schedule for all Board and Committee meetings for the upcoming year.

### Additional Information

1. Committee of the Whole meetings should be held on the second Monday of each month and Board meetings should be held on the fourth Monday of each month, as outlined in BL5.
2. Thanksgiving is Monday, October 9, 2017 which is the second Monday therefore October meetings are proposed for the **third and fifth** Monday.
3. Christmas Break is December 25, 2017 to January 5, 2018, therefore January meetings are proposed for the **third and fifth** Monday.
4. Mid-Winter Break is March 12 to 16, 2018, therefore March meetings are proposed for the **first and fourth** Monday.

Looking ahead to the Committee of the Whole and Board meetings in August, it is evident that both of these meeting agendas are light. It is recommended that going forward the August Committee of the Whole and Board meetings be combined and scheduled on the fourth Monday of August.

The attached schedule is based on two meetings per month as per to Bylaw 3 and Bylaw 5.

### Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher  
Director of Education

**2017-2018 Meeting Schedule**

The In Camera session meetings commence at 6:30 p.m.

The Public session meetings commence at 7:15 p.m.

Meetings are located at 349 Erie Avenue

<b>2017</b>	
September 11	Committee of the Whole Board
September 25	Regular Board
October 16	Committee of the Whole Board
October 30	Regular Board
November 13	Committee of the Whole Board
November 27	Regular Board
December 4	Board Nomination and Organizational
December 11	Inaugural Board
<b>2018</b>	
January 15	Committee of the Whole Board
January 29	Regular Board
February 12	Committee of the Whole Board
February 26	Regular Board
March 5	Committee of the Whole Board
March 26	Regular Board
April 9	Committee of the Whole Board
April 23	Regular Board
May 14	Committee of the Whole Board
May 28	Regular Board
June 11	Committee of the Whole Board
June 25	Regular Board
August 20	Committee of the Whole Board
August 27	Regular Board



## POLICY

SO10

### Bullying Prevention and Intervention

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

#### Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Bullying adversely affects:

- a student's ability to learn.
- a school's ability to educate its students
- healthy relationships and the school/workplace climate.

Bullying will not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

This policy applies to ~~students all employees, students, parents, guardians, and visitors/volunteers to any building or event of the Board~~ (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

#### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
  - Increased opportunity for students to continue their education
  - Improved student performance

#### 1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- |                   |                              |
|-------------------|------------------------------|
| • size            | • ethnicity                  |
| • strength        | • disability                 |
| • age             | • need for special education |
| • intelligence    | • sexual orientation         |
| • economic status | • family circumstances       |
| • social status   | • gender                     |

- solidarity of peer group
- religion
- race
- gender identity
- gender expression

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

## **2. Prevention and Awareness-Raising Strategies**

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12).

Each school must strive to develop a positive school climate. A school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school."

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

## **3. Intervention and Support Strategies**

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies, from counselling to suspension/expulsion.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific support plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

#### **4. Reporting to Principals**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed electronically, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement, using the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal must inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim’s parents. Contact with parents must always be made as soon as possible.

#### **5. Notifying Parents**

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

## 6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of, and intervention in, bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g., parent night, newsletters, pamphlets) in order to best support their children and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations involving marginalized groups.

All annual School Improvement Plans will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

The Grand Erie Safe Schools Team will act as a resource and support for school teams.

**SAFE SCHOOLS INCIDENT REPORTING FORM**  
— PART I —

*CONFIDENTIAL*

<b>Report No:</b>			
<b>Name of School</b>			
<b>1. Name of Student(s) Involved (if known)</b>			
<b>2. Location of Incident (check one)</b>	<input type="checkbox"/> At a location in the school or on school property (please specify)		
	<input type="checkbox"/> At a school-related activity (please specify)		
	<input type="checkbox"/> On a school bus (please specify route number)		
	<input type="checkbox"/> Other (please specify)		
<b>3. Time of Incident</b>	Date:	Time:	
<b>4. Type of Incident (check all that apply)</b>	<b>Activities for which suspension must be considered under section 306(1) of the Education Act:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person</li> <li><input type="checkbox"/> Possessing alcohol, or illegal/restricted drugs</li> <li><input type="checkbox"/> Being under the influence of alcohol or drugs</li> <li><input type="checkbox"/> Swearing at a teacher or at another person in a position of authority</li> <li><input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school</li> <li><input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community</li> </ul>		
	<b>Activities for which expulsion must be considered under section 310(1) of the Education Act:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Possessing a weapon, including possessing a firearm</li> <li><input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person</li> <li><input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner</li> <li><input type="checkbox"/> Committing sexual assault</li> <li><input type="checkbox"/> Trafficking in weapons or drugs</li> <li><input type="checkbox"/> Committing robbery</li> <li><input type="checkbox"/> Giving alcohol to a minor</li> </ul>		
<b>5. Report Submitted By:</b>			
Name:			
Signature:		Date:	
<b>Contact Information:</b>			
Location:		Telephone:	



SAFE SCHOOLS INCIDENT REPORTING FORM  
— PART II —*ACKNOWLEDGEMENT OF RECEIPT*

Report No.			
Report submitted by:	Name:	Date:	
<input type="checkbox"/> Action Taken		<input type="checkbox"/> No Action Required	
Name of Principal:			
Signature:		Date:	
Note: Only Part II to be returned to the person who reported.			



## POLICY

SO11

<b>Progressive Discipline and Promoting Positive Student Behaviour</b>
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Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Policy Statement**

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

**Accountability**

1. Frequency of Reports – As needed
2. Criteria for Success –
  - Enhanced student safety
  - Effective student discipline
  - Improved student conduct
  - Improved student performance

**Statement of Guiding Principles**

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

## **1. Progressive Discipline and Awareness Raising**

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

## **2. Progressive Student Discipline Model**

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

### **Level 1**

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

**Level 2**

Level two discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

**Level 3**

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

**Level 4**

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

**3. Reporting to Principals**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student

Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students ~~of the Board~~ will establish procedures for reporting inappropriate student behaviours to principals.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

#### **4. Responding to Incidents**

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/ or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the "Safe Schools Incident Reporting Form – Part 1". For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

#### **5. Support for Students**

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform

the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

## **6. Delegation of Authority**

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, ~~except assigning long-term suspensions or expulsions. Delegation may include all authority under Part XIII of the Education Act except the final decision regarding a recommendation to the Board to expel a pupil. Vice principals may be delegated the authority to suspend a student for less than six school days.~~

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

## **7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student**

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal/restricted drugs;
- Being under the influence of alcohol or drugs;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school; or
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.

## **8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion**

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol to a minor;
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; or
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

**Reference**

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **2016 – 2020 Multi-Year Plan Update**  
DATE: May 29, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the continued implementation of the 2016 – 2020 Multi-Year Plan.

### Background

In May 2016, Trustees approved the 2016-2020 Multi-Year Plan which has as its vision Success for Every Student. The kick-off of the renewed Multi-Year Plan took place in late August 2016 and throughout this school year various communication pieces and information has been shared regarding the plan. Connections have been made for school and support staff at each Director's Meeting, the School Council Start-Up Session on October 5, 2016 included a presentation of the Multi-Year Plan video and an overview of the plan.

The following areas which align with the Multi-Year Plan have been reviewed this year by Trustees:

### Director's Annual Report

The Director's Annual report is submitted to Trustees each year in December. The report outlines accomplishments of the Board in relation to the Multi-Year Plan. The 2016 report, available as an online publication, includes stories connected to the Multi-Year Plan Indicators of Achievement, Community, Equity, Environment, Technology and Well-Being. as well as data required by the Ministry of Education. The report is approved by Trustees, submitted to the Ministry of Education and circulated to schools and the community.

### Board Improvement Plan for Student Achievement

This plan is focused on the Achievement section of the Multi-Year Plan. It provides specific achievement direction through a needs assessment and a theory of change connected to the goals outlined for the Achievement Indicator. Trustees receive a draft report in the fall of each year for input and a final version for approval in October. In addition, Trustees receive a mid-year update in the spring and a final summary report the following fall.

### Annual Operating Plans

The five Annual Operating Plans (AOPs) are connected to Multi-Year Plan Indicators of Community, Equity, Environment, Technology and Well-Being. Each AOP corresponds to the Indicator "We Will" statements and strategies in the Multi-Year Plan. The AOPs are presented to Trustees in August for the upcoming school year. These Annual Operating Plans are reviewed the following May.

**School Improvement Plans**

Principals and school teams finalize plans based on the Board Improvement Plan, applicable Annual Operating Plans and local school improvement needs. The Board Multi-Year Plan serves as the foundation for the Board Improvement and Annual Operating plans which guide School Improvement Plans. School Improvement Plans are developed in the fall, are considered living documents, and implementation is monitored by Superintendents of Education and school teams throughout the year.

**Department Plans**

Managers and department teams develop plans based on the applicable Annual Operating Plans and Ministry initiatives and provincial mandates. The Board Multi-Year Plan serves as the foundation for the Annual Operating plans which guide Department Improvement Plans.

Department Improvement Plans are developed in the fall and implementation is monitored by the supervising Superintendent and department teams throughout the year.

**Additional Information**

Section 169.1 (1) of the Education Act states that a Board must annually review the Multi-Year Plan. Beginning in late April, under the leadership of the Grand Erie System Research Lead working in collaboration with the Manager of Communications and Community Relations a series of nine focus groups, for the purpose of assessing the 2016-2020 Multi-Year Plan implementation in its first year, were held in each region of the board. Participants in the focus groups included teachers, school administrators and CUPE members. A survey was sent out to DECEs, PSSP and the GEMST group in late April. In addition, at the April 28<sup>th</sup> GEMST PD day, a session on the Multi-Year Plan was presented by the Director who solicited further feedback on the plan's progress over the first year of implementation.

Qualitative analyses for the focus groups and surveys are currently being completed by the System Research Leader and will be included in a report at the August Board Meeting. Results from these analyses will help to direct our plans for 2017-18.

**Recommendation**

In its first year of implementation, the 2016-2020 Multi-Year Plan has provided direction to our improvement efforts. At this time, the recommendation is for Trustees to approve the continued implementation of the plan.

Respectfully submitted,

Brenda Blancher  
Director of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education  
RE: Annual Operating Plans Review (2016-2017)  
DATE: May 29, 2017

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual Operating Plans (2016–2017) as information.</p>
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### Background

In August 2016, five operating plans were presented to the Board:

- Community
- Environment
- Equity
- Technology
- Well-Being

At this point in the school year, the operating plans are reviewed and a status report is provided to the Board.

Respectfully submitted,

Brenda Blancher  
Director of Education





## Annual Operating Plan Well-Being – 2016-2017

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

**Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.**

**Walking Wednesday Challenges** (Responsibility: Superintendent of Education (HR), School Mental Health and Well-Being Lead, Walking Wednesdays Sub-Committee Chair)

<b>Strategy</b>	<p>Staff Wellness - Wellness Works: Walking Wednesday Challenges</p> <p>Introduce a <u>Walking Wednesday Challenge</u> in all Grand Erie facilities, open to all employees. Participants will walk, ideally as part of a team, during any breaks during the day (e.g., at lunch, on scheduled breaks) and record the number of steps that they take. Team tallies will be submitted to the central Walking Wednesday Team for collating and reporting. Results will be shared on the Board website.</p>
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• 100% of Grand Erie work sites participate in the challenge.</li> <li>• 75% of all Grand Erie employees participate in the challenge.</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Walking Wednesday was a 10-week campaign</li> <li>• Registered 63 participating sites</li> <li>• Walked for 10 weeks, calculating our 'steps' to log 261,655,562 steps! (or 199,381.5 km - This is like walking from Vancouver to St. John's 28 times or almost 5 times around the earth at the equator).</li> <li>• Most enduring teams (participating in all 10 weeks): ESL, McKinnon Park Secondary School, Transportation, West Lynn (9 weeks), Jarvis Jets (9 weeks), Hagersville Elementary (9 weeks), CareerLink (9 weeks), Delhi Secondary (9 weeks), Major Ballachey Bears (9 weeks), Sprucedale (9 weeks)</li> <li>• Top 5 Teams (total steps logged): McKinnon Park Secondary School (16,779,703), Dunnville Secondary School (15,143,861), Ryerson Heights (14,789,683), PJCVS Thunderbirds (14,581,399), Major Ballachey Bears (11,965,955)</li> </ul> <p>The Walking Wednesday Challenge was a successful program. It saw large numbers of staff participate. It has concluded and we are working on a new model for next fall that will incorporate other aspects of healthy living.</p>

**Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.**

**Wellness Wednesdays** (Responsibility: Superintendent of Education (HR), School Mental Health and Well-Being Lead, Wellness Wednesdays Sub-Committee Chair)

<b>Strategy</b>	Staff Wellness - Conduct information workshops, distribute print and electronic resources, and conduct information polls to identify and support all Grand Erie employees in the following areas:
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Three Wellness Wednesday sessions are conducted (e.g., Brant, Haldimand, and Norfolk)</li> <li>• 30% of Grand Erie staff attend one of the Wellness Wednesday sessions</li> <li>• 60% of all Grand Erie employees participate in the on-line survey</li> </ul>
<b>Status</b>	<p>The first Wellness Wednesday Session had a focus on work/life balance</p> <p>The second Wellness Wednesday Session had a focus on the Employee Assistance Program.</p> <p>The third Wellness Wednesday Session is focused on nutrition and a healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• Currently working on developing print material for GEDSB staff (flyer or news letter)</li> <li>• Committee considering adopting the Be Well framework</li> <li>• Responses from the survey to be reviewed to inform professional learning opportunities for staff members</li> <li>• Attendance has increased at each session</li> <li>• Dates set for a total of 7 Wellness Wednesdays for the 2017-2018 school year. This will include 2 Wellness Wednesdays for each geographic location in the board and a final Wellness Fair in Brantford to end the year.</li> <li>• Data will continue to be collected through focus groups as a follow up to the survey</li> </ul>

**Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.**

**Mental Health Literacy** (Responsibility: Superintendent of Education (Special Education), School Mental Health and Well-Being Lead)

<b>Strategy</b>	Student Wellness - Mental Health Literacy will be provided to Grand Erie staff to positively increase knowledge, skills and attitudes required to support and promote the health and well-being of students.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Four Mental Health Monday professional development opportunities for all Grand Erie Staff – three topics, four sessions</li> <li>• Mental Health Minutes all Grand Erie Staff</li> <li>• Mental Health Moment for administrators and SEAC</li> <li>• Mental health literacy for various stakeholder groups e.g. administrators, educational assistants, parents, students, support staff etc.</li> <li>• Suicide Prevention Trainings will be delivered to staff (ASIST) and students (safeTALK)</li> </ul>
<b>Status</b>	<p>Staff members will be more prepared to support the health and well-being of students and each other.</p> <ul style="list-style-type: none"> <li>• Mental Health Monday's for Grand Erie have taken place. Topics covered have included helping children who hurt, trauma; managing complex behaviour; non-suicidal self-injury</li> <li>• Mental Health Minute publications were issued regularly on topics related to student and/or staff well-being. Mental Health Minutes were posted on the staff portal. Topics have included; healthy new school year, Be Well school strategies, mindfulness in practice, etc.</li> <li>• Up to and including March 2017, Mental Health Moment presentations were provided to administrators and members of the Special Education Advisory Committee on a variety of mental health topics and themes on a monthly basis. Topics have included mindfulness, Be Well in your school, physical activity and mental health, etc.</li> <li>• Mental Health Literacy opportunities have been provided to numerous student, parent and staffing groups. Events or sessions have been facilitated for Student Senate, guidance staff, student success staff, student support services staff, school visits with students – Hagersville Elementary, Agnes Hodge, River Heights, Bloomsburg.</li> <li>• Support has been offered to provide support Parent Reaching Out Grant proposals to bring in professional speakers on various mental health topics.</li> <li>• Professional development support from Grand Erie mental health professionals has occurred based on school request or system PD request; e.g. Educational Assistants PD Days, Teeterville, Brantford Collegiate, Valley Heights, St. George – German, North Park Collegiate, Delhi District S.S. Port Rowan, Pauline Johnson CVS, Hagersville SS, etc.,</li> <li>• Management Clinic on Suicide Prevention and Non-Suicidal Self Injury guidelines and response.</li> </ul>

**Goal: Create and promote an enabling environment where all students can participate fully in their education.**

**Student Wellness** (Responsibility: Superintendent of Education (Special Education), School Mental Health and Well-Being Lead)

<b>Strategy</b>	Student Wellness - Mental Health Promotion Programs (Mind UP) will continue to be implemented in Grand Erie elementary schools. Support will continue for Art Soup, the Education week gala, Let's Chalk school events, etc.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Mind-Up - Gather data regarding the total number of schools in Grand Erie who have implemented the program by May 2017</li> <li>• Mind-up - Gather data regarding effectiveness of implementing program in Grand Erie elementary programs to promote student mental health and well-being.</li> <li>• Art Soup, Education Week Gala, Let's Chalk participation to increase</li> </ul>
<b>Status</b>	<p><b>Mind Up:</b></p> <ul style="list-style-type: none"> <li>• The implementation of the Mind Up Curriculum has been difficult. A reliance on School Health Nurses to support the training and implementation of the program has proven to be a larger task than first expected.</li> <li>• There is a continued review of the process for training and implementation of the Mind Up curriculum to support, enhance or change where necessary.</li> </ul> <p><b>Art Soup:</b></p> <ul style="list-style-type: none"> <li>• Paris Central, Glen Morris, Cobblestone and Central attended PDHS on Feb. 3, 2017 and Fairview, Grandview, Rainham and Elgin attended Hagersville Secondary on Feb 2, 2017. These were the last schools to have this opportunity. Over the past 5 years all schools have had a junior class attend.</li> </ul> <p><b>Education Week Gala:</b></p> <ul style="list-style-type: none"> <li>• 11 Elementary schools and 3 Secondary Schools performed at the Education Week Gala held on May 4, 2017. The theme for the gala was "Yes I Can! A Growth Mindset".</li> </ul> <p><b>Let's Chalk participation:</b></p> <ul style="list-style-type: none"> <li>• Cedarland, Bloomsburg, Waterford District High School, Waterford Public School, Confederation, Lakewood, Boston, GELA, Mt. Pleasant, Banbury, Elgin, Agnes Hodge, Prince Charles, BCI, PJ, North Park, Tollgate, Grandview, King George, Brier Park, Ryerson Heights, Lynndale, Hagersville, Major Ballachey, Princess Elizabeth, Greenbrier, Lansdowne, Bellview, Graham Bell, Central, Dufferin, Russell Reid.</li> </ul>



**Goal: Create and promote an enabling environment where all students can participate fully in their education.**

<b>Strategy</b>	Student Wellness - The Be Well Campaign will continue to be implemented in Grand Erie secondary schools and will be expanded to target elementary schools.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Campaign materials will be provided to elementary schools.</li> <li>• Gather data through surveys, focus groups and school visits regarding effectiveness of implementing program in Grand Erie elementary and secondary schools to promote student mental health and well-being.</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Focus groups were conducted with three elementary schools from each of the geographic regions of Grand Erie to best determine how to adapt the Be Well campaign to an elementary audience. Data was gathered to capture staff and student and staff voice and priorities related to mental health and well being. Students continue to offer voice, strategies and partake in resource development for the district to shape the implementation of the elementary Be Well campaign launch in March 2017.</li> <li>• Support for the implementation and knowledge development for 2016/2017 Day of Dignity and Student Senate initiatives. Provision of resources and education related to the components of the Be Well campaign with secondary student participants.</li> <li>• Be Well Elementary launched with success in March 2017</li> </ul>

**Goal: Accessible work sites and programs will be available to students, staff and families.**

**Data Gathering** (Responsibility: Superintendent of Education (Special Education) Accessibility Lead, Elementary, Secondary and Special Education Program Leads, System Research Lead

<b>Strategy</b>	Gather data through committee meetings, focus groups and school visits regarding accessibility of program in Grand Erie elementary and secondary schools.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Data gathered will inform program planning for 2017-2018 school year.</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• School staff were encouraged to participate in the first Grand Erie Accessibility Awareness Day in November 2016.</li> <li>• School administrators were also supported with awareness building about the importance of considering accessibility issues at all times.</li> <li>• Special Education Think Tank Administrator group discussed the issue of accessibility of program at most meetings.</li> <li>• Participation in the RMS provided an opportunity for a focus on differentiation strategies to make programs accessible to all students but particularly those students with learning disabilities.</li> <li>• The RMS focus this year in Grand Erie is also about building teacher knowledge specifically in the area of Number Sense and Numeration (Quantity Relationships). The idea is that teachers will be better able to identify what their students know (strengths) and where their needs lie. They will then be able to respond appropriately and meet their students where they are and move them forward (thus allowing the students to access the math).</li> <li>• The ultimate goal is responsive teaching which is much like differentiation.</li> <li>• Layered into this is bringing an awareness of the LD learner's reality in math class (introduction to cognitive domains, potential areas of strengths/needs and strategies to respond). This all fits with knowing the student, knowing the curriculum and bringing the two together appropriately.</li> </ul>



## Annual Operating Plan Technology – 2016-17

We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

**Goal: Develop measurements to better understand the impact of the Educational Technology Plan on staff and student learning.**

**Impact of Educational Technology** (Responsibility: Superintendent of Education (D. Abbey), System Research Leader (G. Rousell), Educational Technology Team)

Strategy	Develop tools to measure the impact of the Educational Technology Plan around growth in the 21st Century Competencies.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Work with System Research Leader on data collection and analysis</li> <li>• Consultation with other school boards around effective measurement tools regarding growth in the 21st Century Competencies</li> <li>• Development of initial measurement tools</li> <li>• Alignment with other system tools used to measure teacher and student learning</li> <li>• Pilot measurement tools</li> <li>• Preliminary data analysis</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Measurement tools and a plan for implementation developed</li> <li>• General District Survey tool for all in-services (aligns with other program surveys)               <ul style="list-style-type: none"> <li>▪ After School Workshops (ASW) survey for all ASW's <a href="http://bit.ly/EdTech_ASW">http://bit.ly/EdTech_ASW</a></li> <li>▪ Demonstration class survey for all demonstration classes <a href="http://bit.ly/EdTech_Demo">http://bit.ly/EdTech_Demo</a></li> </ul> </li> <li>• Additional data artifacts collected with student and teachers in form of photos, videos, badge counts and other sources from professional development sessions.</li> <li>• Measurement Tool in form of specific survey deployed April 1, 2017 – April 20, 2017</li> <li>• Preliminary data analysis by Education Technology Team with System Research Leader and Outside researcher May 19<sup>th</sup>, 2017 – final report coming mid-June, 2017</li> <li>• A report on this year's Education Technology Focus goes to Council of Ontario Directors of Education (CODE) June 15, 2017</li> <li>• Team in process of determining any changes for next year's Education Technology professional development and data collection methods.</li> </ul> <p><b>** Greg Rousell is presenting "Evaluation of Educational Technology Initiative - A School Board Perspective" at CSSE 2017 which is being held from 28 to 31 May 2017 at Ryerson University in Toronto, Ontario</b></p>

**Goal: Increase staff knowledge of the technology available for teaching, learning, and workplace applications.**

**Focus on Educational Technology Professional Development Models** (Responsibility: Superintendent of Education (D. Abbey), Educational Technology Team)

<b>Strategy</b>	Educational Technology Student Groups – “EdTech Student Crew” (ESC) – expanding on the 2015/16 ESC Pilot which included training for students to help prepare them to support staff and other students.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• An increase in the number of schools involved in the ESC Project</li> <li>• Increased teacher and student capacity, as co-learners, in effective uses of technology</li> <li>• Increased Board staff capacity in effective uses of technology</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Extensive badge and certification system in Brightspace (D2L) for students and staff developed.</li> <li>• Application went out for New EdTech Student Crew in January.</li> <li>• 12 new schools (2 secondary and 10 elementary) joined supported by last year's ESC teams             <ul style="list-style-type: none"> <li>◦ Sessions held on February 9<sup>th</sup>, March 1<sup>st</sup>, and May 12<sup>th</sup></li> </ul> </li> <li>• Students are visibly engaged at ESC events and actively involved in self-directed learning on Brightspace</li> <li>• 131 students and 28 staff advisors have formed student crews and participated to date. Students have earned 2269 badges on Brightspace to date.</li> </ul>

<b>Strategy</b>	Educational Technology After School Workshops (ASW)
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Development and deployment of wide variety of workshops to respond to the needs of the system</li> <li>• After school workshops including archived live webinars</li> <li>• Full day workshops for specific staff groups to support deeper learning</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• ASW have been advertised and are running on a regular schedule.</li> <li>• 16 ASW's on variety of topics were run by the Digital Lead Learners this year - <a href="http://bit.ly/EdTEchWorkshops">http://bit.ly/EdTEchWorkshops</a></li> <li>• All the sessions have been recorded and posted on the Education Technology Webinar channel of Office 365 Video - <a href="http://bit.ly/EdTechWebinars">http://bit.ly/EdTechWebinars</a></li> <li>• 21<sup>st</sup> Century Competencies were foundation of learning at all ASW's</li> <li>• ASW's are offered face to face, online via Skype, and the sessions are recorded and posted to Office 365 Video. Face to face attendance has generally been quite low. The Ed Tech Team is discussing and planning new delivery models to support teachers and students.</li> <li>• To date, 175 participants in education technology PD sessions have completed the general district surveys. When asked about the content presented in the workshop 79% indicated it was useful, 84% indicated it was applicable to their job and 76% responded that the workshop had reinforced their thinking. * Participants were also asked if their motivation, knowledge and confidence to implement and apply the techniques had increased. 78% said their motivation to implement the tools increased, 63% indicated their confidence to use the tools had increased and 62% stated their knowledge had increased.</li> </ul>

**Goal: Optimize our data systems to ensure that information is accurate, reliable, and easily accessible.**

**Data Integration of LITE with PowerSchool** (Responsibility: Information Technology Services Management Team)

<b>Strategy</b>	Integrate our special education system (LITE) with the boards student information system PowerSchool. This integration will eliminate manual updating of special education student data speeding up ONSIS reporting period and eliminating transposition errors by school admin staff.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Module for Special Ed Lite ordered and installed (June 2016)</li> <li>• Special Education identify key fields needed to be aligned with PowerSchool and ONSIS (September 2016)</li> <li>• Integration with PowerSchool is deferred until PowerSchool has been migrated from the cloud to on premise.</li> <li>• Revised batch process to update the data in place (October, 2017)</li> <li>• Fully implemented and tested (November, 2017)</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• We are unable to fully integrate Lite Spec Ed data until out of cloud.</li> <li>• We are in process of mapping all integrations and customizations with PowerSchool cloud to facilitate the integrations when moved to in house servers.</li> <li>• Once completed relieve transposition of information in Individual Education Plans (IEP's) from LITE from into PowerSchool freeing up significant time for those doing this manually already</li> <li>• *anticipate late fall 2017 implementation</li> </ul>

**Goal: Provide an up-to-date technology infrastructure that meets the needs of classroom, administration, and departments.**

**System Networks upgrades and Access Points** (Responsibility: Information Technology Services Management Team)

<b>Strategy Evidence of Progress</b>	<p>Install new access points (AP) and redeploy older AP's to maximize Wi-Fi coverage and reception in schools.</p> <ul style="list-style-type: none"> <li>• Map of Wi-Fi coverage in all schools (Summer 2015)</li> <li>• Remap Wi-Fi coverage in schools where deployment has taken place.</li> <li>• New access points installed in all secondary schools. (September 2016)</li> <li>• Redeployment of older access points into elementary schools expanding current coverage. (December 2016)</li> <li>• Create a guest network for all schools and a process to change password access on regular basis. (October 2016)</li> <li>• Older access points in elementary will be replaced as per funding availability. (2017-18 School Year)</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• All high schools had new access points installed fall 2016.</li> <li>• Wiring and relocation of old access points complete in 50% of the elementary schools.</li> <li>• Installing access points in 3 waves into elementary schools. First wave of 21 schools is underway and will be complete May 2017</li> <li>• Guest network and password change process implemented.</li> <li>• New Firewall installed and is operational.</li> </ul>

**Wide Area Network upgrade** (Responsibility: Information Technology Services Management Team)

<b>Strategy</b>	Upgrade of 61 of 74 sites from copper to fibre optic external data connections. Develop alternative solutions for the remaining 13 sites where fiber optic service is not available.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Considerably improved online access for students and staff across the board.</li> <li>• The connection speeds at all school will improve (all fiber optic schools – from current 20 MBps → 1000 MBps)</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• 38 schools are now on Bell Network (9 Secondary, 29 Elementary) as of May 8th             <ul style="list-style-type: none"> <li>◦ Positive impact – very few helpdesk calls on Elementary Report card PD Day.</li> </ul> </li> <li>• Ed Centre, TRC and JBLC are all on Fibre Network now.</li> <li>• Working with Ministry of Education on Wave 1 Modernization which will allow use to find ways to bring improved bandwidth to schools. (Approximately \$250,000 to help achieve this)</li> <li>• Combined with the new access points schools have experience significant improvement of internet access. Feedback to IT from schools with new access points and fiber has been very positive. Student and staff expressed to IT they have been more productive and are able to reliably access internet resources.</li> </ul>



## Annual Operating Plan Community – 2016-17

**We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.**

<b>Goal:</b> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.
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### **Supporting Strategies for Family Involvement** (Responsibility: D. Martins and L. De Vos)

<b>Strategy</b>	Elementary and Secondary Principal Leaders and teams will create a resource for administrators and parents that outline a number of strategies that support learning at home. The strategies will include best practices from School Improvement Plans and from other sources.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>A resource of strategies will be available in print and online to Administrators and School Councils.</li> </ul>
<b>Status</b>	Supporting Your Child at Home: Strategies for Literacy and Numeracy is available online in the parent resource section. Copies will be shared with school administrators during the June Director's Meeting and with School Council members at the School Council Orientation Session on October 4, 2017.

### **CEPIC Supporting School Councils** (Responsibility: B. Blancher)

<b>Strategy</b>	Utilize an "Open Space" strategy during the School Council Orientation Session on October 5, 2016 to demonstrate how School Councils can create learning and sharing opportunities with other School Council members. The target groups will initially be within their family of schools and within their greater geographic family of schools.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>Number of "Open Space" topics presented at the School Council Orientation Session</li> <li>Number of opportunities generated as a result of the Open Space idea</li> </ul>
<b>Status</b>	The School Council Start Up session was held on October 5, 2016. The session featured an "Open Space" Format. There were 65 registered and 47 parents attended representing 26 schools. There were 15 topics identified by the parents and three sessions (repeated twice) on topics of communications, fundraising, and engagement were held over the course of the session.

<b>Goal:</b> Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.
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### Collaborative and Strong Community Partnerships – Compensatory Education (Responsibility: L. Thompson and S. McKillop)

<b>Strategy</b>	Implement a recognition strategy to celebrate the contributions of community partners that support students and families from schools that fit the compensatory education profile.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>Partnership Mapping: Number of active community partner that provide resources to schools</li> <li>Number of community services provided to support students in schools (non-academic)</li> </ul>
<b>Status</b>	Partnership mapping produced 211 partners identified by the Higher Improvement in Performance (HIP) school administrators. The partners categorized the support provided through the lens of at least one or more Social Determinants of Health. A recognition strategy is built into the Educational Partnerships' Guide under the Celebrating Partnerships section. This section includes several options of recognition such as issuing a certificate suitable for framing, highlighting the partner in a school newsletter, a personal email or note from the principal, an assembly or volunteer/teas/celebrations, social media, website features, and raising awareness in the media.

### Educational Partnerships (Responsibility: B. Blancher)

<b>Strategy</b>	Develop a guide to assist schools with the identification, development and maintenance of educational partners that enhance school experiences for Grand Erie students by providing resources. Developed in collaboration with school administrators, the resource will provide guiding principles for working successfully with educational partners, how to form good relationships with a school partner, supportive documents and possible templates, a successful partnership checklist, and strategies to celebrate the partners whose contributions enhance the learning experiences of our students.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>The development of a guide and a presentation</li> <li>A presentation to elementary and secondary Administrators during a Director's Meeting</li> </ul>
<b>Status</b>	A draft guide has been created with topics that include: What is a Partnership? Who Benefits from Partnerships? Guiding Principles, Forming Good Relationships with your Partner, Successful Partnership Checklist, Conflict Resolution, Evaluating Partnerships and Celebrating Partnerships. The draft guide was shared at the Compensatory Education Steering Committee meeting for input. Further work will be done to complete this guide and a presentation will be made to administrators during a Director's Meeting in the fall, 2017.





## Annual Operating Plan Equity 2016-17

G-1-b iv

We will promote practices that help students, families and staff feel safe, welcomed and included.

<b>Goal: Reduction in the Incidence of Bullying Among Students</b>	
<b>Interventions</b> (Responsibility: Superintendent of Education (Safe Schools & Safe and Inclusive Schools Committee))	
<b>Strategy</b>	Coordination of interventions at the board and community level to promote healthy social climates in schools, which are naturally less inclined to support bullying behaviours.
<b>Evidence of Progress</b>	<ul style="list-style-type: none"> <li>• Training of administrators on use of TTFM survey data – incorporation of data into 2016-7 School Improvement Plans</li> <li>• TTFM surveys in all schools with focus on bullying and sense of belonging</li> <li>• Pilot of the TTFM parent survey in all schools</li> <li>• Coordination of bullying prevention/intervention plans with community partners (e.g., Restorative Practices with John Howard Society)</li> <li>• Representation at Community Tables on behalf of Grand Erie DSB students and families</li> <li>• Bullying prevention/intervention training for staff (e.g., Taylor the Turtle; Restorative Practices; THINK; Healthy Relationships and Sensitivity Training for Secondary Students)</li> <li>• Cybersafety presentations for grade 7 and 8 classes using Peer Mentor Model</li> <li>• Inclusion of an anti-bullying component in all School Improvement Plans, monitored by Superintendents of Education.</li> <li>• Introduction of the electronic incident reporting form</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Much attention has been focussed on the Our School (Tell Them from Me) school climate surveys. All schools conducted the student survey in 2016-17; a group of volunteer schools is also piloting the parent survey. Survey results have been used to direct School Improvement Plans.</li> <li>• Eight Secondary Schools were trained in the Sensitivity Training Program for Students, aimed at reducing bullying behaviour in schools</li> <li>• Fifteen Elementary Schools were trained in Taylor the Turtle, a Social Skills Program for Primary Students</li> <li>• Internet Safety and Cyberbullying Awareness Presentations were offered in several elementary schools, as well as presentations about healthy relationships, bullying prevention/intervention and equity</li> <li>• Grand Erie is an active participant in the community crisis tables in Brantford and Haldimand-Norfolk. These opportunities form an extension of Board services: GEDSB students who qualify as “at an acutely elevated risk” are presented for community wrap-around supports, including students identified through the Violence Threat Risk Assessment Process in schools</li> <li>• The electronic Safe Schools Incident Reporting forms have been fully implemented.</li> </ul>

**Goal: Increase in the Sense of Belonging Among Students**

**Equity and Inclusion Training** (Responsibility: Superintendent of Education (Safe Schools & Safe and Inclusive Schools Committee))

<b>Strategy Evidence of Progress</b>	To provide ongoing equity and inclusion training for staff and students <ul style="list-style-type: none"> <li>Enhanced roles for the school equity rep</li> <li>A Global Day of Dignity symposium for secondary students</li> <li>Equity speaker workshops in conjunction with community partners</li> <li>NTIP orientation</li> <li>Support for Harmony Movement schools</li> <li>Celebration of Pink Shirt Day and International Day of Pink</li> <li>Community partnerships coordinating supports for marginalized sub-groups (e.g., LGBTQ+ Advisory)</li> <li>Creation of an equity video series for staff training</li> <li>Educator's Equity training through Harmony Movement</li> <li>Staff training regarding Truth and Reconciliation Commission recommendations and the impact of the commission findings on schools and community</li> <li>In-service for primary teachers in the area of brain development and social emotional learning</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>Training sessions were held dealing with behaviour and brain development; Truth and Reconciliation in Schools; LGBTQ+ and other equity issues;</li> <li>The Safe and Inclusive Schools Committee is overseeing the creation of a diversity video, which is intended to contribute to staff training.</li> <li>Grand Erie continues to support marginalized groups through participation in LGBTQ advocacy groups; providing FNMI literacy resources for all schools as well as curriculum support in relation to the Truth and Reconciliation Commission recommendations; celebration of Pink Shirt Day, International Day of Pink and Global Day of Dignity</li> </ul>

**Safe and Inclusive Schools Committee Work** (Responsibility: Superintendent of Education (Safe Schools & Safe and Inclusive Schools Committee))

<b>Strategy Evidence of Progress</b>	To use the expertise of the Safe and Inclusive Schools Committee to help guide decision making for schools <ul style="list-style-type: none"> <li>Review of Board policies/procedures through the lenses of Safe Schools and Equity &amp; Inclusion</li> <li>Monitoring of equity issues arising within the Board</li> <li>Monitoring implementation of the Tell Them From Me survey; connect survey findings to program implementation</li> <li>Promotion of Equity Walks in schools as part of the School Improvement Plans</li> <li>Violence Threat Risk Assessment Training and Traumatic Events Systems training for staff</li> <li>Annual review of School and Community Threat/Risk Assessment Protocol</li> <li>Training to staff and police partners regarding 2016 Police and School Board Protocol</li> </ul>
<b>Status</b>	<ul style="list-style-type: none"> <li>The Safe and Inclusive Schools Committee reviewed all Board policies out for comment in 2016-17 through an equity lens. In addition, a policy dealing with gender identity and gender expression has been created.</li> <li>Grand Erie is represented on fentanyl working groups in Brantford and Haldimand-Norfolk.</li> </ul>

	<ul style="list-style-type: none"><li>• An administrative memo dealing with use of medical marijuana was created.</li><li>• Violence Threat/Risk Assessment has been a focus in 2016-17. Training sessions were offered to staff in Level 1, Level 2, Traumatic Events Systems, and Family Assessment, which included ten community partner agencies. The prominence of VTRAs has increased during this school year. The School-Community Violence Threat Risk Assessment Protocol was reviewed by the community team on December 15, 2016, supporting ongoing collaboration and training. A meeting was held with the Brant County Haldimand Norfolk Catholic District School Board, in March 2017 to discuss creating a joint protocol based on Grand Erie's model.</li><li>• Staff training was conducted in relation to the Board's police protocol</li></ul>
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## Annual Operating Plan Environment – 2016-17

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We will ensure that the students and staff have a safe and welcoming environment in which to learn and work

<b>Goal: <i>Ensure continuity of services and programs.</i></b>	
<b>Business Continuity Planning</b> (Responsibility: Superintendent of Business, System Managers and Leaders)	
<b>Strategy Evidence of Progress</b>	<p>Develop and adopt a comprehensive, integrated system wide Disaster Recovery / Business Continuity Master Plan</p> <p>A planning committee completes a risk analysis and a business impact analysis (BIA) that includes a range of possible disasters, including natural, technical and human threats. Each functional area of the organization is analyzed to determine the potential consequence and impact associated with several disaster scenarios. The risk assessment process also evaluates the safety of critical documents and vital records. A thorough plan provides for the “worst case” situation: destruction of the main building. It is important to assess the impacts and consequences resulting from loss of information and services. The planning committee will also analyze the costs related to minimizing the potential exposures.</p> <p>The plan, while still in draft, should be at the stage that it can inform the Board 2017-18 budget in the spring of 2017 by identifying resources required to begin implementation in 2017-18.</p>
<b>Status</b>	<p>The planning committee continues to meet monthly and has completed the risk analysis, business impact analysis to identify and rank possible disasters that threaten business continuity for Grand Erie. A template for use by each service area in developing response plans for identified risks and levels of interruption of services has been developed and refined and the committee is in the process of completing disaster recovery action plans for each of the identified risks.</p> <p>The establishment of a disaster recovery site for Information Technology and redundancy of our server/data centre has been included in the draft 2017-18 Budget for Board consideration.</p> <p>This committee will continue to work throughout 2017-18 to complete the Business Continuity Master Plan</p>

**Goal: *Improve on Energy and Environmental Conservation at all Grand Erie sites.***

**Energy Conservation Measures** (Responsibility: Superintendent of Business, Facility Services Management Team)

<b>Strategy</b>	Implement energy conservation measures at all Grand Erie Schools. Continue conversion of lighting to LED. Replace worn fixtures with low flow fixtures and metered flow faucets. Leverage all available incentive programs from local independent electricity system operators.
<b>Evidence of Progress</b>	Utility consumption per capita has decreased.
<b>Status</b>	The Board approved capital resources to complete the final phase of our three year LED lighting conversion in all buildings. Maintenance staff continue to replace worn fixtures with metered flow faucets and low flow toilets. New construction includes power and water conservation measures in the design as set out in policy FT10-Green School Construction and Renovation. Energy use intensity as reported in the Board's annual Energy Consumption/Conservation Report has declined in each of the last two reporting years (2013-14 and 2014-15). The report being compiled for the 2015-16 period shows continued decline in energy use in Grand Erie.

<b>Strategy</b>	Work with Information Technology to specify energy efficient devices and manage power used by electronic devices.
<b>Evidence of Progress</b>	Utility consumption per capita has decreased.
<b>Status</b>	No progress to report

**Increase Eco Awareness** (Responsibility: Facility Services Manager, Facility Services Supervisor – Energy and Environmental Conservation)

<b>Strategy</b>	Increase Eco awareness for all building occupants (students, staff and community users). Provide project funding assistance (\$2,000 per school) to schools endeavouring to achieve higher Eco Schools ratings.
<b>Evidence of Progress</b>	Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year.
<b>Status</b>	The number and ranking of Eco Schools increases year over year.
<b>Strategy</b>	PD took place in the Fall 2016 to increase eco-awareness for staff members across GEDSB.
<b>Evidence of Progress</b>	Elementary EcoConference took place in April 2017 with full attendance <ul style="list-style-type: none"> <li>o Over 325 staff/students</li> <li>o Keynote speaker: Spencer West</li> <li>o Great feedback from the day – see comments below.</li> </ul>
<b>Status</b>	2016-17 EcoSchools Evaluations are currently taking place (May-June), however, we anticipate we will be certifying 39 GEDSB schools – over 50% of all our schools! <ul style="list-style-type: none"> <li>o This includes 8 NEW schools.</li> <li>o Note – rankings of Bronze, Silver, Gold and Platinum will be announced beginning of June.</li> </ul>

**Goal:** *Make the best use of space in Board Schools.*

**Capital Plan** (Responsibility: Superintendent of Business, Facility Services Management Team)

<b>Strategy</b>	Complete and adopt a multi-year capital plan.
<b>Evidence of Progress</b>	A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.
<b>Status</b>	The Long Term Accommodation Plan was completed and presented to Board in April, 2017.

**Facility Partnerships** (Responsibility: Superintendent of Business)

<b>Strategy</b>	Engage a Facility Partnership Liaison to foster and develop partnerships for use of surplus space in Grand Erie schools.
<b>Evidence of Progress</b>	Partners are engaged, leases signed and surplus space is occupied.
<b>Status</b>	Facility Partnership Liaison has been engaged since May 2016 with limited success. Report on progress and challenges was presented to Board May 8 <sup>th</sup> . Continuing efforts to find appropriate facility partners into 2017-18.

**Goal:** *Create learning spaces to reflect current teaching and learning needs.*

**School Improvement** (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

<b>Strategy</b>	Establish a focus group of students, parents, teachers and principals to explore and define the ideal learning space.
<b>Evidence of Progress</b>	Features of the ideal learning space are articulated and understood. Potential projects to improve learning spaces to meet the newly defined standard are identified.
<b>Status</b>	Focus group identified Learning Commons and Kindergarten Classroom spaces as priority areas for investment of these funds. Specific school projects were presented to the Board for approval in the annual Facility Renewal Plan. Further work is being done on identification of “Learning Commons” components and an application process for access to the SCI funds allocated to learning commons upgrades. Kindergarten upgrades will continue to be reviewed in 2017-18 looking at schools that implemented full day kindergarten in years 3-5 of the provincial implementation.

**School Improvement** (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

<b>Strategy</b>	Maintain the appropriate budget to address program space upgrades with a multi-year plan for implementation
<b>Evidence of Progress</b>	A multi-year plan for program space upgrades is presented to the Board. The Board budget includes the appropriate allocation to support the plan.
<b>Status</b>	School Condition Improvement funding for 2017-18 has been removed from the GSN and instead announced with Capital Approvals. There will be a significant amount of SCI Capital carried forward from the current year (estimated \$1.6MM) plus an additional \$10.1MM announced for 2017-18 which can easily support the continued allocation of \$750,000 for program space upgrades again in 2017-18.



**Goal: Build a culture of care and respect in all schools and workplaces.**

**Staff Development/ Customer Service Coaching** (Responsibility: Superintendent of Business, System Managers and Leaders)

<b>Strategy</b>	Work with service area leaders to source a staff development program that brings service area staff together to develop a customer service focus and culture of care and respect.
<b>Evidence of Progress</b>	Staff development program and program facilitator have been identified and piloted for wider implementation across all workplaces.
<b>Status</b>	No progress to report





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Jamie Gunn, Superintendent of Business & Treasurer  
RE: **Major Construction Projects**  
DATE: May 29, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

**Background:**

Following is a status update for the 2016-17 Major Construction Projects.

**Thompson Creek Addition:**

**Scope:**

Create (4) new classrooms to facilitate the consolidation of Anna Melick Memorial School students with Thompson Creek effective September 1, 2017.

**Timeline:**

February 2017	- Complete design phase and seek approval to issue tender. <i>COMPLETED</i>
March 2017	- Seek Board approval to award contract work. <i>COMPLETED</i>
April to August 2017	- Complete project work.
September 2017	- New space occupied by staff and students.

**Status:**

Design complete, tender issued and reviewed. Construction contract awarded and construction is underway.

The project is progressing well with the Concrete footings, Foundation Walls and backfilling completed. Masonry Block work is beginning this week, plumbing rough-ins are in progress. In the coming weeks, the Masonry and structural steel work will be the focus.

Despite encountering multiple rain days, the project is tracking on schedule.

**Budget:**

Capital Priorities Grant approval has been received from the Ministry of Education for this project. The project is currently expected to be completed within the approved budget as follows:

General Construction Contract	\$ 890,100
Architect Fees, Permits	\$ 112,000
Pre-Construction Abatement	\$ 11,955
Site work and contingency	\$ 72,495
HST net of rebate	<u>\$ 23,450</u>
Total Project Budget	<u>\$1,110,000</u>

**Fairview Avenue Redevelopment:****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 will include child care and child and family program spaces. The current school will be demolished following occupancy of the new elementary school.

**Timeline:**

February 2017	- Seek Board approval to appoint a project architect. <i>COMPLETED</i>
February - April 2017	- Complete schematic design phase and seek approval to issue tender. <i>COMPLETED</i>
May – June 2017	- Complete all drawings and tender documents. Issue tender
July 2017	- Close tender and seek Board approval to award contract work.
August 2017 to August 2018	- Complete project construction work.
September 2018	- New school occupied by staff and students.
September to October 2018	- Old school demolished and site restored

**Status:**

Architect selected, approved by Board and schematic design was completed with the project team and approved by Board for preparation and issue of tender documents. Final construction drawings are in progress (approximately 50% complete). General contractors have been pre-qualified in preparation for release of tender. An updated cost estimate (Class C) is in progress to support the request to the Ministry Capital Branch for Approval to Proceed to tender.

Tender to be released by June 29<sup>th</sup> with closing and recommendation for award in late July. Board approval to award the construction contract will require a Special Board meeting in the first week of August.

Pre-construction meetings have been held with Haldimand County officials to review our site plan submission and ensure that plans meet municipal building code and planning requirements and that the building permit can be expedited. We remain in contact with the municipality to stay on top of any comments that may arise as they review the site plan submission.

**Budget:**

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Jamie Gunn, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – April 2017**  
DATE: May 29, 2017

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Summary of Accounts for the months of April 2017 in the amount of \$8,690,138.24 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

Jamie Gunn,  
Superintendent of Business & Treasurer





## MINUTES

### 1.0 Roll Call

#### Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (Chair)
Griffin Cobb	Secondary School Administration (Certified Member)

#### Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (Co-Chair)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Jim Clayton	CUPE Facility Services (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Laura Mels	Non-Union (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)

#### Resources:

Hilary Sutton	Health and Safety Officer
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#### Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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#### Regrets:

Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member)



## Joint Occupational Health and Safety Committee

H-1-b

April 20, 2017

Joseph Brant Learning Centre- Pine Tree Room

### 2.0 Minutes of Last Meeting

The draft minutes for March 23<sup>rd</sup>, 2017 were reviewed.

### 3.0 Approval of Last Meeting Minutes (March 23<sup>rd</sup>, 2017)

The minutes were approved.

### 4.0 Agenda Additions

#### 6.4 Sharps Disposal/Broken Glass

### 5.0 Unfinished Business – Discussion

#### 5.1 Joint Occupational Health and Safety Committee Terms of Reference Review

February 2017: The Ministry of Labour is serving notice to a number of School Boards to update their Multi-Site Workplace Joint Health and Safety Committee Terms of Reference agreement.

We have received our letter giving us notice and have until April 23, 2017, to submit an updated terms of reference supported by all parties at our Board.

A draft document and package was provided to all parties present and they were requested to review the contents. A meeting will be set in the next couple of weeks to review the document and discuss inclusions, exclusions and recommendations. Once the Terms of Reference document is agreed upon and finalized, it will be submitted to the Ministry of Labour for their approval. This item will remain on the next agenda.

March 2017: The Division Manager of Operations and Health and Safety shared with the committee changes to the Terms of Reference document based on the guidelines of the Ministry of Labour and the inspection of Board buildings. The committee agreed to these changes and the document will be received at the next Board meeting. This item will remain on the next agenda.

April 2017: The Terms of Reference document has been submitted to the Ministry of Labour and was approved by the Board. While awaiting the review of the document by the Ministry, the committee has agreed that the document will be effective as of September 2017. This item will be moved

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## H-1-b Joint Occupational Health and Safety Committee

April 20, 2017

Joseph Brant Learning Centre- Pine Tree Room

to the chart while we await feedback from the Ministry.

### New Indoor Air Quality Reports

#### 5.2 Indoor Air Quality Report- Brantford Collegiate Institute- March 22 & April 7, 2017- eBase #318

Due to a concern from a staff member regarding air quality in the classroom, air testing was completed. Test results indicated an elevation of carbon dioxide (CO<sub>2</sub>) levels that were above ASHRAE guidelines for comfort and odour. Adjustments were made to the HVAC system and the space was tested again. Elevated CO<sub>2</sub> levels were still present. Maintenance and Health and Safety staff are exploring options to create additional air flow within the space. This item can be removed from the next agenda.

### 6.0 New Business

#### 6.1 Ministry of Labour Field Visit- Education Centre- March and April 2017

The Ministry of Labour conducted a field visit to the Education Centre due to a complaint received. One order was issued. This item can be removed from the next agenda.

#### 6.2 Essential Oils/Scents Sensitivity

A committee member brought forward a question regarding scents in the workplace. The Division Manager of Operations and Health and Safety referred the committee to Procedure HR 101- Fragrance/Scent- Safe Workplace. This item can be removed from the next agenda.

#### 6.3 "Frequently Asked Questions" Document for Inspections

A spot has been developed on the staff portal to compile frequently asked questions that an Inspector may encounter when conducting an annual inspection. This can be accessed by logging into the staff portal, going to the health and safety page then the inspection section. The committee can bring forward any questions they would like added. This item can be removed from the next agenda.

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## H-1-b Joint Occupational Health and Safety Committee

April 20, 2017

Joseph Brant Learning Centre- Pine Tree Room

### 6.4 Health and Safety Concern Form- Grandview Public School- April 18, 2017

The Health and Safety Officer received a Health and Safety Concern Form regarding noise in a classroom that is located next to the boiler room. The Health and Safety Officer will be conducting noise level readings to determine next steps. This item will remain on the next agenda.

### 6.5 Sharps Disposal/Broken Glass

A committee member brought forward a concern regarding the disposal of sharp objects such as needles and broken glass. The Division Manager of Operations and Health and Safety stressed the importance of proper disposal of these items. If a location does not have a Sharps container for the disposal of needles, they are to contact their Supervisor for direction. Broken glass should be placed in a box or bucket for staff to safely dispose of. This item can be removed from the next agenda.

## 7.0 Information Items

### 7.1 Bulk Sample Analysis Report- Centennial Grand Woodlands- eBase #24- Project #16256

Bulk samples were analyzed from eBase #24 for determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

### 7.2 Asbestos Abatement- Thompson Elementary School- eBase #126, 127, 128, 129, 210, 211, 212, 213, 214- Project #16258

Due to the removal of minor amounts of asbestos-containing vermiculite debris that originated from cracks within the masonry walls, a visual inspection, repairs to masonry and clearance of the work areas was completed. No concerns were observed. This item can be removed from the next agenda.

### 7.3 Limited Designated Substance Survey Report- Elgin Avenue Public School- Multiple Locations- Project # 16142

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed during construction and renovations. This item can be removed from the next agenda.

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## Joint Occupational Health and Safety Committee

H-1-b

April 20, 2017

Joseph Brant Learning Centre- Pine Tree Room

### 7.4 Limited Designated Substance Survey Report- Hagersville Secondary School- Multiple Locations- Project # 16182

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed during construction and renovations. This item can be removed from the next agenda.

### 7.5 Asbestos Abatement- Bellview Public School- eBase #15- Project #16275

Due to a water leak and the removal of a section of asbestos-containing drain pipe, a visual inspection and clearance of the work areas was completed. No concerns were observed. This item can be removed from the next agenda.

## 8.0 Review of Reports

### 8.1 Employee Accident Reports Summary – March 2017 Workplace Safety and Insurance Board Reportable – March 2017 Student Aggression Summary Table for March 2017

All reports were reviewed as distributed.

### 8.2 Status of Workplace Inspections including Non-Academic sites – April 2017

Reports were made available to the committee for review. Anna Melick did not complete an inspection in March and will complete two inspections in April as required.

### 8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The committee received the minutes from the meeting that was held on April 11, 2017.

The next meeting is June 20, 2017.

### 8.4 Critical Injuries

There have been 45 student critical injuries and 1 employee critical injury for the 2016-2017 school year to date.

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## H-1-b Joint Occupational Health and Safety Committee

April 20, 2017  
Joseph Brant Learning Centre- Pine Tree Room

### 8.5 Focus Group

The next meeting is May 9<sup>th</sup>, 2017.

### 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

Health and Safety Training dates for 2016-2017 school year:

- Recertification: April 28, 2017 (Facility Services)
- Safe Lifting: April 28, 2017 (Educational Assistance)
- Hazard Specific (Rescheduled Date): April 28, 2017 (Facility Services)
- First Aid Training: May 18, 2017

### 10.0 Recommendations to Executive Council

None

### 11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 11:05 am.

The next JOHSC meeting will be held on May 18, 2017 – JBLC – Pine Tree Room.

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**H-1-b**  
**Joint Occupational Health and Safety Committee**  
 April 20, 2017  
 Joseph Brant Learning Centre- Pine Tree Room

**As of April 2017**

**Policy/Procedure Review:**

<b>Date Item initiated</b>	<b>Item</b>	<b>Dates Discussed</b>	<b>Latest Update</b>	<b>Status and Timeframe</b>
April 2013	Annual Workplace Violence Survey	2017 –April	The survey has been distributed to all locations and is due back at the end of April 2017	
April 2017	Terms of Reference Review	2017- April	The Terms of Reference Review document has been submitted to the Ministry of Labour. Awaiting response from the Ministry.	

**Annual Updates Provided Each School Year:**

<b>Item</b>	<b>Review Month</b>	<b>Resulting Update</b>
Pavement Improvements	Update will be provided May, 2017	May 2016: Information that was provided to the committee from a recent report to the Board on facility and capital projects.

<b>Policy/Procedure</b>	<b>Out for Comment</b>	<b>Board Approval</b>	<b>Board Review Date</b>	<b>Committee Review Date</b>	<b>Comments</b>
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2016	Reviewed by committee
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2016	Reviewed by committee
HR5 – Harassment		Board approved September 2015	October 2019	September 2016	Reviewed by committee

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No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes G. Hodge	X	X	X	X	XX	X	X	X		
2	Anna Melick	X	X	X	X	XX	X		X*		
3	Banbury Heights	X	X	X	X	XX	X	X	X		
4	Belview	X	X	X	XX	X	X	X	X		
5	Bloomsburg	X	X	XX	X	X	X	X	X		
6	Boston	X	X	X	X	X	X	XX	X		
7	Branlyn Community	X	X	X	X	X	X	X	X		
8	Brier Park	X	X	X	X	X	X	XX	X		
9	Burford District Elementary	X	X	X	X	X	X	XX	X		
10	Caledonia Centennial	X	X	X	X	XX	X	X	X		
11	Cedarland	X*	X	X	X	X	X	X			
12	Centennial-Grandwoodlands	X	X	X	X	X	X	X	XX		
13	Central P.S.	X	X	XX	X	X	X	X	X		
14	Cobblestone Elementary	X	X	X	X	X	X	X	XX		
20	Confederation (Fr Imm)	X	X	X	X	X	XX	X	X		
15	Courtland	X	X	XX	X	X	X	X	X		
16	Delhi	X	X	XX	X	X	X	X	X		
17	Dufferin	X	X	X	X	XX	X	X	X		
18	Echo Place	X	X	X	X	X	X	X	XX		
19	Elgin Ave.	X	X	X	XX	X	X	X	XX		
22	Fairview Ave.	X	X	X	X	X	XX	X	X		
23	Glen Morris	X	X	X	X	X	XX	X	X		
24	Graham Bell	X	X	X	X	X	X	X	XX		
25	Grandview	X	X	X	X	X	X	X	X		
26	Grandview Central( Dunnville)	XX	X	X	X	X	X	X	X		
27	Greenbrier	X	X	X	X	X		X*			
28	Hagersville Elementary	X	X	X	X	X	X	X	X		
29	Houghton	X	X	XX	X	X	X	X	X		
30	J.L. Mitchener	X	XX	X	X	X	X	X	X		

\*\*Please note that

XX indicates that an annual JOHSC inspection should take place.

\*\*Please note that

XX indicates that monthly inspection was not completed

\*\*Please note that X\*

XX indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
31	James Hillier	X	X	X	X	X	XX	X	X		
32	Jarvis	X	X	X	X	X	X	X	X		
33	King George	X	X	X	X	XX	X	X	X		
34	Lakewood	X	X	XX	X	X	X	X	X		
35	Langton	X	X	XX	X	X	X	X	X		
36	Lansdowne-Costain	X	X	X	X	XX	X	X	X		
37	Lynndale Heights	X	X	X	X	XX	XX	X	X		
38	Major Ballachey	X	X	X	X	XX	X	X	X		
39	Mt. Pleasant	X	X	X	X	XX	X	X	X		
40	North Ward	X	X	X	X	X	X	XX	X		
41	Oakland-Scotland	X	X	X	X	X	X	X	X		
42	Oneida Central	X	XX	X	X	X	X	X	X		
43	Onondaga-Brant	X	X	X	X	X	XX	X	X		
44	Paris Central	X	X	X	X	X	X	XX	X		
45	Port Rowan	X	X	X	X	X	X	X	X		
46	Prince Charles	X	X	X	X	X	XX	X	X		
47	Princess Elizabeth	X	X	X	XX	X	X	X	X		
48	Rainham	X	XX	X	X	X	X	X	X		
49	River Heights	X	X	X	XX	X	X	X	X		
50	Russell Reid	X	X	X	X	XX	X	X	X		
51	Ryerson Heights	X	X	X	X	X	X	XX	X		
52	Seneca Central	X	X	XX	X	X	X	X	X		
53	St. George-German	X	X	X	X	X	XX	X	X		
54	Teeterville P.S.	X	X	XX	X	X	X	X	X		
55	Thompson Creek	X	X	XX	X	X	X	X	X		

**\*\*Please note that** **XX** indicates that an annual JOHSC inspection should take place.

**\*\*Please note that** **XX** indicates that monthly inspection was not completed

**\*\*Please note that** **X\*** indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
56	Walpole North	X	X	X	XX	X	X	X	X		
57	Walsh	X	X	X	XX	X	X	X	X		
58	Walter Gretzky Elementary School	X	X	X	X	XX	X	X	X		
59	Waterford Public	X	XX	X	X	X	X	X	X		
60	West Lynn	X	XX	X	X	X	X	X	X		
61	Woodman-Cainsville	X	X	X		X2	X	X	XX		
	<b>Secondary Schools</b>										
62	B.C.I. & V.S.	X	X	XX	X	X	X	X	XX		
63	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX	X	X	X	X	XX		
64	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX	X	X	X	X	XX		
65	Dunnville Secondary S. (incl. TP - 237 Chestnut St., Dunnville)	X	XX	X	X	X	X	XX	X		
66	G.E.L.A. Brantford (Rawdon)	XX	X	X	X	X	XX	X	X		
67	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X	X	X	XX	X	X		
68	G.E.L.A. - Simcoe	XX	X	X	X	X	XX	X	X		
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X	X	X	X	X	XX		
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X	XX	X	X	X	X	X		
71	North Park C. & V.S.	X	XX	X	X	X	X	X	X		
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	X	XX	X	X	X	X	X		
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X	X	X	X	XX	X	X		
74	Simcoe Composite School (incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X	X	X	X	X	X		
75	Sprucedale Secondary School	X	X	X	X	X	X	X	X		
76	Tollgate Tech. Skills Centre	X	X	XX	X	X	X	XX	X		
77	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X	XX	X	X	X	X	X		
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX	X	X	X	XX	X		
<b>No.</b>											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X		X	X	XX	X	X	X		
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X	X	X	X	X	X	X		
81	Head Office	X	X	X	X	X	X	X	XX		
82	Head Office - Facility Services	X	X	X	X	X	X	X	XX		

**\*\*Please note that** indicates that an annual JOHSC inspection should take place.

**\*\*Please note that** indicates that monthly inspection was not completed

**\*\*Please note that** indicates that two inspections have been completed as a result of a missed inspection

**\*\*Please note that** TP indicates a Turning Point Location will be done as part of school inspection.



Storage Facilities - Done by school staff as portion of school in monthly inspect. & Inspected twice a year by JOHSC											
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X	X	X	XX	X	X	XX	X			
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X	XX	X	X	X	X	X			
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X	X	XX	X	X	X	X			

\*\*Please note that

XX

indicates that an annual JOHSC inspection should take place.

indicates that monthly inspections were not completed

\*\*Please note that

X\*

indicates that two inspections have been completed as a result of a missed inspection

\*\*Please note that

X2

Two inspections completed due to missing prior month inspection





## MINUTES

**Present:** Brenda Blancher, Karen Sandy, Sherri Vansickle, Pam Davis, Sharon Williams, Shannon Korber, Judy Langsner

**Regrets:** Stacy Hill

**Recording Secretary:** Sharon Doolittle

### 1.0 Introductions/Welcome

Karen Sandy welcomed everyone. Introductions were made.

### 2.0 Approval of Agenda

Brenda Blancher

Agenda approved as circulated.

### 3.0 Approval of Minutes – February 28, 2017

Minutes accepted

Brenda Blancher

### 4.0 Business arising from Minutes

#### 4.1 Student Data

Brenda Blancher

- In order to make the retrieval of student data easier and more effective B. Blancher is working with Greg Rousell, our System Research Lead. The counsellors know the students' story and with the data available it will enable them to see where help is most needed. They will be able to identify the most urgent issues and see the total # of at risk students, which will help them advocate for these students by connecting with other staff.
- Data is presented every year to the Six Nations Elected Council.

- B. Blancher reviewed feedback she had heard from the NAC meeting in February about the data and she assured the group that this is not about “blame and shame” but about recognizing urgent student needs and responding to those needs – coming up with shared solutions involving other school staff including school administrators.
- It’s also about being responsive when there are events that happen that affect student achievement and well-being, such as death in the community, so that interventions can be put in place to support students in getting their credits – credit recovery as an example.
- The issue of the number of Six Nations students at McKinnon Park was surfaced in terms of workload for the Native Counsellor and B. Blancher reiterated the importance of identifying urgent needs in terms of students at-risk and dealing with those issues.

### **Information Items**

#### **5.0 Speaker Honourarium**

**B. Blancher**

- Invoices for speakers have been requested – met with Cindy Smith regarding this and it is felt that a different process should be put in place. The committee was asked their suggestions in regards to this. B. Blancher will follow up.

#### **6.0 Bread and Cheese Day Acknowledgement - to be discussed by S. Hill via other means of communication since she is unable to be at this meeting.**

#### **7.0 Tom Longboat Day (June 4)**

- S. Hill would like to organize a Grand Erie team to participate in the 10 km run on Sunday, June 4<sup>th</sup>. S. Hill will follow up with schools – one school, Brier Park, has expressed interest in being involved in this event.

#### **8.0 Data Meeting with Six Nations Staff**

- the meeting took place on April 6<sup>th</sup>
- both Grand Erie staff and Six Nations staff were involved in reviewing the data and sharing insights on student achievement

Discussion Items

9.0     **Invitations to New Members** – to be discussed by S. Hill at the June meeting.

Next Meeting – June 6, 2017 – Dajoh Youth and Elders Centre, Ohsweken





## MINUTES

**Present:** L. De Vos, R. Erauw, J. Filipetti, S. McKillop, G. Rousell, J. Townson, T. Waldschmidt;  
Recording: L. Kay

**Regrets:** J. Harris, S. Noort,

### 1. Call to Order/Welcome

L. De Vos

L. DeVos welcomed everyone to the Privacy Information Management meeting.

### 2. Review of Previous Minutes / Actions

All

The minutes from the February 3, 2017 Privacy Information Management meeting were reviewed.

Actions from the February 3, 2017 meeting we status/reviewed

- **Confidential Agreement**

G. Rousell noted the he reviewed a couple of Boards for example and Law Society of Upper Canada put together a draft and distributed copies for the Committee to review and comment on. There was discussion and minor revisions were suggested. L. De Vos indicated that if we are agreement, this will need to be reviewed at Exec Council to seek approval and determined how to make this operational. Minor revision was suggested to include reference to other supporting material.

- **Building Data Inventory**

J. Filipetti provided an update on the HR data inventory

- IPPS which is the employee/personnel database used by HR, Technology staff, payroll and 2 outside vendors, each group has different access levels.
- Parklane System – Health and Disability Offer and Administrative Assistant have access – contains details of employee on LOA for either occupational or non occupational and additional support information
- PowerSchool - access is based on role within organization

R. Erauw provided an update on the IT Data Inventory

- a 9-page data inventory list has been put together, the report will be shared with the team once J. Ecklund has reviewed and ITS currently identifying who access and what data is available.

- **Records Retention**

L. Kay noted an Index of Personal Information Bank was put together and distributed for comment and review. It was noted that this document is a simple index and may be beneficial for the system. It was suggested that under Retention Schedule column that provided more specific retention guidelines be documented i.e.: currently plus 1 year.

*SUCCESS* for Every Student



- **Principal Handbooks**

L. De Vos spoke with Communication department regarding printing copies for all schools, cost would be approximately \$3.75 per copy. It was decided this would be costly to do and will move towards putting a link the new website. It was noted that we will need educate the organization that PDF is a searchable. L. De Vos, J. Townson and S. Noort will have discussion on how to kick this off, the training and increase the awareness that this handbook exists. G. Rousell suggested that any presentations at Director's meeting we request Privacy and Information Management impact be embedded as a reminder, if applicable. L. DeVos suggested including in FOS meetings by creating scenarios/case studies and possibly one by portfolio. G. Rousell to provide team with links to MISA resources to the OneNote.

- **FAQ**

J. Townson provided feedback that was received from other schools that goes well beyond the school and social media transfer. There is a blur between professional social media and personal social media. G. Rousell has develop a FAQ's page in the GEDSB Privacy Framework OneNote and requested J. Townson add the list of questions, responses/answers will be added included with hyperlinks to the appropriate section of the PIM Handbook. The FAQ will be included in the PIM website.

### 3. Establish 3 Working Groups

G. Rousell

These are not singular events and are ongoing events, it was suggested that we establish working groups around 3 key areas that would meet between the three PIM meetings:

- Data Inventory – identify the database, the purpose, data it contains and who has access to it – central repository - need to consider HR, IT, Facilities, Business Services
- Records Retention
- Review Educational Apps – Ministry of Education has embarked on this with the “Decision Tree Project”. It was suggested we wait for the outcome from this activity before we move down this road.

Need to consider if Facilities or Business Services should be included in the Committee.

### 4. External Audit / Consultant

L. De Vos/G. Rousell

L. De Vos asked the Committee if we should consider bringing in an external resource to complete a gap analysis. It was noted that this could open a “Pandora box” but it would provide clear directions if this considered. L. De Vos will be take the suggestion to Exec Council.





## H-1-d Privacy Information Management

May 1, 2017  
Norfolk Room

### 5. Other Business

All

G. Rousell and L. Kay will be attending a 5-day training course in July on Design and Delivery of Information Management, Privacy, and Access Programs.

S. McKillop provided an update on Strategic Communication noting Privacy will become a focus and put into the internal stream.

### 6. Next Meeting – scheduled for Friday, June 2, 2017

DRAFT

*SUCCESS* for Every Student





Compensatory Education Steering Committee  
 Norfolk School Support Centre – Dogwood Room  
 Thursday, February 23, 2017  
 School Profile 1:30 pm  
 Business Session 2:00 pm

## MINUTES

Chair: Liana Thompson

Recorder: Paula Curran

1. Welcome and Introductions .....L. Thompson
  - Superintendent Thompson welcomed everyone and requested members introduce themselves and explain their role to the benefit of new members and guests.
2. Roll Call:
 

Present: P. Bagchee, R. Charbonneau-Smith, P. Curran (RS), J. Daley, D. Dean, M. DeGroote, M. Finocchio, D. Forbes, K. Mertins, G. Rousell, L. Smith, L. Thompson (C), T. Waldschmidt.

Absent: B. Braund, G. Carruthers, H. Carter, L. DeVos, J. Ecklund, J. Faulkner, G. Jepma (D. DeVos), B. Hazlewood, M. Kline, F. O'Connor, S. Martin, S. McDonald, S. McKillop, J. Poulimenos, J. Senko-Driedger, K. Utley, J. White.

Guest(s): R. Collver, E. Edwards, M. Suski, K. Steinbach.
3. Profile – Pauline Johnson Collegiate Vocational School..... M. DeGroote

Principal DeGroote described PJC as a truly great school and believes it has the most welcoming environment. Located in the south east area of Brantford, more than 800 students are enrolled there, a number of whom are identified Indigenous or recently arrived from Syria and Jamaica. Many families in this area are economically disadvantaged and some students are unable to participate in athletic programs or after school activities because of financial restrictions or family obligations.

Efforts to improve parent engagement include using the reminder application to encourage parents to attend events, such as the grade 8, 9 and 10 parent nights and Mental Health workshops that were offered following parent-teacher interviews.

Pauline Johnson CVS students and staff are proud of the work they are doing and what they have accomplished together. Recently, a PJCVS student was accepted to one of the world's most prestigious schools - Harvard University in Cambridge, Massachusetts which accepts only about five percent of its approximately 40,000 first-year applicants. Harvard applicants must demonstrate character along with their academic acumen to qualify.  
<http://www.brantfordexpositor.ca/2017/01/18/hes-going-to-harvard;>

Principal DeGroote explained the new SOAR Elite Academy of Athletics, a unique 4-year program designed to support student athletes, helping them balance demands in order to allow them to work to their full potential -- both academically and athletically. SOAR (Strength Opportunity Achievement Results) currently has 22 grade 9 students enrolled in the 2016-17 school year. Optimal class size is 20-25.

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Staff and students feel blessed to have received the class for students with developmental delays which was moved to Pauline Johnson this past September. The students bring smiles to everyone's face and are making great strides in their individual learning programs with the phenomenal teacher and Educational Assistant who work with them.

The school is proud to have a fantastic four year enrichment program, a partnership with Conestoga College and a High Skills Major environmental program which achieved platinum designation last year. The PJCVS Healthy Schools Committee is seeking to gain certification from OPHEA: <http://www.ophea.net/healthy-schools-certification>

Principal DeGroote explained development of the 3.5 million dollar Kiwanis Field which precipitated upgrades to the school courtyard, new change rooms and renovations to the SOAR gym. Also included was the development of the Brantford Cycling Academy with \$50,000 dollars' worth of cycling equipment donated by the National Cycling Centre in Hamilton. <http://www.granderie.ca/schools/pj/NCCH/Documents/2016GEDSBschoolsletter.pdf>

Challenges in the PJCVS community include poverty, substance abuse, attendance concerns and an historical perception about the school and the community. Everyone works hard to make sure students feel welcome and have support to overcome barriers. Evidence exists to prove this is creating positive changes.

Amnesty Day is provided to students so they may have the opportunity to receive assistance to complete assignments that were not submitted by the due date. Math and literacy strategies promote student success and future plans include a hospitality program for next year which is proving an attractive option for many students.

Superintendent Thompson encouraged members to visit PJCVS and see firsthand how much students love the school and the variety of programs and opportunities available to them.

#### 4. Presentation(s)

4.1 Empower Reading <sup>TM</sup> .....K. Steinbach, Program Coordinator  
Learning Disabilities Research Program  
Hospital for Sick Children

- Ms. Steinbach presented an overview of the 30 years of research that led to development of the Empower program.
- Currently 36 Ontario school boards have Empower classes, and is also in place in schools from Edmonton, Quebec, and Manitoba.
- In 2016, more than 1,700 teachers were trained and over 25,000 students received the program.
- Ms. Edwards presented information on student selection and training for teachers.
- Superintendent Thompson thanked them both for this informative presentation and encouraged members to visit a class to see Empower in action.

- 4.2 Partnerships – Update .....L. Thompson
- An Ad Hoc committee was established to update previous work on partnerships and to develop a resource list based on school input.
  - Partnerships will be reciprocal in nature, and matched to one or more social determinants of health.
  - Both Health unit representatives offered links to reports on social determinants in their respective areas:
  - Brantford and Brant County: <https://www.bchu.org/StatsAndReports/BCHU-Reports>
  - Haldimand and Norfolk Counties: <https://hnhu.org/wp-content/uploads/these-are-the-people.pdf>
5. Review and Approval of Minutes .....L. Thompson
- 5.1 Minutes of September 22, 2016
- Move to strike bullet six from 7.1 Review Draft Higher Performance Schools Strategy 2016-17, “They will also create an evaluation tool to measure the effectiveness of partnerships.”
- MOVED: M. Suski  
 SECONDED: K. Mertins
- “THAT the minutes of September 22, 2016 be approved as amended.”
- CARRIED**
6. Business Arising from the Minutes .....L. Thompson
- 6.1. Compensatory Education Draft Revised Terms of Reference
- Superintendent Thompson explained the TOR will be brought back to the committee at the May 4th CESC meeting for a final review.
- 6.2. Netbook Browser Deployment – Update.....L. Thompson/M. Suski
- Information Technology Services (ITS) staff deployed refurbished netbooks to secondary Turning Point locations and elementary compensatory schools.
  - Some reimaging is necessary to make all aspects of Office 365 available on the netbooks currently in schools.
  - The next infusion will deploy about 1,200 additional netbooks whose network browsers will have the capability of accessing O365 tools
  - Neither principals nor ITS staff have noticed any interest in signing units out for home use.
- 6.3. HiP Schools Administrator Skype Sessions – Update.....L. Thompson
- Superintendent Thompson explained all compensatory education administrators received a copy of “Turning High Poverty Schools into High-Performing Schools” and participate in professional development using the book.
  - Administrators were asked to complete activity trackers to provide data on engagement strategies used in their schools, and how they utilize their top up funding to support students in financial need.
7. Reflections and Readings.....L. Thompson
- 7.1. None

8. New Business.....L. Thompson
  - 8.1. None
9. Reports Relative to the 2016/17 Strategies.....L. Thompson
  - 9.1. Draft Compensatory Education Report
    - Superintendent Thompson reviewed the report which will be presented to trustees in March.
  - 9.2. Draft Compensatory Education Plan Funding Direction .....L. Thompson
    - Superintendent Thompson reviewed the funding direction and received a request to add budget and expense amounts.
  - 9.3. Draft Compensatory Education School Selection 2017/18 .....G. Rousell
    - Mr. Rousell explained the current selection was based on five demographic variables using data purchased from Environics Analytics, when the long form census was unavailable.
    - The data scores are based on students' residence, rather than on the school they attend with a higher number indicating greater risk.
    - We will not reclassify until the next review but will continue with support currently provided to schools.
    - Members requested graphs showing school ranking.
    - Superintendent Thompson thanked Mr. Rousell for the information.
10. Action Plan ..... L. Thompson
  - 10.1. Review Draft Higher Performance in Schools Strategy 2017-18
    - Members met in small groups to review specific sections of the report to help inform a revised version.
    - Dollar values for resources will be included in the final document.
    - Superintendent Thompson thanked everyone for their input.
11. Announcements / Community Information..... L. Thompson
  - 11.1. "Transforming our Work Through the Eyes of our Community"
    - One day workshop presented by the H-N Poverty Action Partnership  
May 10/17 | Port Dover Lions Community Centre | \$30 PP
12. Future Meetings
  - 12.1. 2016-17 Compensatory Education Steering Committee Meeting Schedule
    - May 4, 2017 | NSSC – Dogwood Room | Profile School – Elgin Avenue

**Date: April 24, 2017**

**Re: OPSBA Strategic Priorities – 2017-2018**

### **Background**

OPSBA has focused its advocacy and actions on six multi-year strategic priorities. The first five of these priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The sixth priority, Advancing Reconciliation: First Nation, Métis and Inuit Education, was added last year in response to recommendations from OPSBA's regions, the Indigenous Trustees' Council and the Truth and Reconciliation Commission's Final Report.

### **Mission Statement**

The mission of the Ontario Public School Boards' Association (OPSBA) is to promote and enhance public education by: helping Member Boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.
- To maintain excellence, the public school system must be accountable to the community it serves and must build effective partnerships throughout the community.

Local, elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

The Association's 2016-17 multi-year strategic priorities are:

### **The Whole Child and Student Well-Being**

*OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.*

### **New Generation Education**

*OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.*

### **Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity**

*OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.*

### **Labour Relations**

*OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.*

### **Education Funding**

*OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.*

### **Advancing Reconciliation: First Nation, Métis and Inuit Education Priority**

*OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).*

### **Process for determining OPSBA Strategic Priorities for 2017-2018**

Although the Association's strategic priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA's priority-setting process, these priorities were considered at regional meetings at the Public Education Symposium on Jan. 21, 2017, and at further regional meetings on April 8, 2017. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. The progress report was also circulated to trustees in the Northern Region and to the Indigenous Trustees' Council for input.

OPSBA's strategic priority reports are living documents – the areas of emphasis for action change from year-to-year as the work OPSBA does adapts to the needs of the students, schools, staff and communities.

### **Feedback from Regional Meetings**

Feedback from regional meetings strongly endorsed the Association's multi-year approach to priorities. There were a number of helpful suggestions to modify, strengthen and add to specific areas of emphasis for action. Discussions at the regional meetings included ideas for action or communication connected to the priorities and these can be considered in the context of development of the Action Plan for OPSBA Priorities. This will be developed by Executive Council in the summer and recommended to the Board of Directors in September 2017 for inclusion in OPSBA's Key Work publication.

Proposed changes to areas of emphasis for action in OPSBA's six strategic priorities are identified in bold, starting on the following page.



### The Whole Child and Student Well-Being

*OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.*

#### Proposed Areas of Emphasis for Action

1. Active participation in processes to implement Ontario's renewed vision for education
2. Advocate for collaboration among relevant provincial ministries in relation to children and youth mental health, in-risk students, and poverty reduction
3. **Continue leadership and advocacy for social justice, equity and inclusion for all students in our member school boards**
4. Advocate for a strong, accessible, responsive and equitable level of children's mental health services in Ontario
5. Advocate for sustained funding to support mental health leaders and the ASSIST program in years 4 to 10 of the Comprehensive Provincial Strategy on Mental Health and Addiction
6. Continue provision of input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy
7. Monitor the Service Transformation initiative of the Comprehensive Strategy to ensure effective expansion, integration and coordination of child and youth mental health **and special needs** supports and services through renewed school-community agency partnerships  
~~Continued focus on improving student achievement for First Nation, Métis and Inuit students and advocacy for an Ontario curriculum that contains clear expectations for every Ontario student with regards to First Nation, Métis and Inuit Education~~
8. Monitor and advocate for increased opportunities, supports **and coordinated services** for students with developmental disabilities **and special needs with a focus on early intervention to maximize learning outcomes for students**
9. Continue to advocate for effective Full-Day Kindergarten (FDK) and before-and-after-school programs
10. Advocate for creating positive school climates for learning and working
11. Continue to advocate for equitable and diverse learning opportunities to support the varied needs of students
12. Monitor issues related to technology/social media that pose risks and provide opportunities for students
13. Advocate for increased and sustained collaboration among school boards, student trustees, community agencies and municipal governments to ensure effective approaches in supporting children and youth
14. Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the provincial government's Community Hubs Strategic Framework and Action Plan
15. **Explore policy implications with other education stakeholders of the impact on students of pending federal legalization of marijuana in summer 2018**

### New Generation Education

*OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.*

#### Proposed Areas of Emphasis for Action

1. Active participation in processes to implement Ontario's renewed vision for education, including

- identification and promotion of the teaching of 21<sup>st</sup> century competencies
2. Continue to advocate for a provincial vision for technology in learning and teaching
  3. **Promote the value of social justice, equity and inclusion to advocate for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas**
  4. Continue to advocate for teacher training **and professional development** that meets the needs of today's schools  
~~Continue to advocate for strategies to increase the pool of fluent teachers of Native Languages~~
  5. Advocate for technological programs and skilled trades as viable student options and for support for individuals working in the trades to become teachers
  6. Share effective and creative practices that will help promote the expansion and sustainability of alternative programs that provide diverse pathways for students
  7. Advocate for graduation diploma or equivalent **that has value for students no matter what program pathway they choose, including directly into the world of work**
  8. Promote review of traditional school structures and calendars to explore alternatives that support improved student achievement
  9. Continue to focus on environmental sustainability practices in curriculum and capital planning
  10. Advocate for a comprehensive government review of the current delivery of French Immersion

#### ***Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity***

*OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.*

#### Proposed Areas of Emphasis for Action

1. Continue promotion of the role of trustees as members of the board, including advocacy for clear government support for the role of trustees as a matter of public confidence in education
2. **Advocate for public education on the significant role and value of locally elected school board trustees**
3. Continue work on the multi-year plan for comprehensive trustee capacity-building and professional development
4. Provide supports for first-term trustees and new chairs in the 2014-2018 term of office, including mentorship and active promotion of OPSBA resources developed specifically to support trustees in their multi-faceted role
5. Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, **including accountability and governance**
6. **Commit to the creation of a module, communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities**
7. Build capacity in the area of community involvement including trustee role in **board committees**
8. Continue focus on increased visibility and scope for action to expand capacity of First Nation trustees and increased general understanding of issues affecting First Nations
9. Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements
10. Further strengthen the role of Regional Vice-Presidents **and Board of Directors members** as OPSBA ambassadors to boards in their region.  
~~Explore the issues of representation of Indigenous students in urban environments~~
11. Advocate for improvements in communication from Ministry to Trustees, including meaningful consultation and partnership with trustees in strategies that affect school boards
12. Pursue legal and regulatory protection of the role of trustees, e.g. with regard to broad impacts of

conflict of interest litigation

**13. Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)**

***Labour Relations***

*OPSBA believes that teachers and **education workers** deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.*

Proposed Areas of Emphasis for Action

1. Continue leadership as a Designated Bargaining Agent in implementation of the central agreements bargained under the School Boards Collective Bargaining Act
2. **Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being**
3. Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective on behalf of OPSBA member boards
4. Provide service and support to all OPSBA member boards in ongoing labour relations/collective bargaining services
5. Facilitate information and learning exchange through the **OPSBA Board of Directors**, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education
6. Track board experience with contract implementation for forward planning
7. Continue development of the Provincial Portal and strategies to enhance its use
8. Maintain relationships with key education partners
9. **Ensure that OPSBA maintains its presence as an independent and separately distinct party during labour negotiations**
10. **Monitor the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in classrooms as it affects the safety, health and well-being of all employees and ensure that the work is provided to the Education Program Work Team for consideration**

**Education Funding**

*OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.*

Proposed Areas of Emphasis for Action

1. Advocate for a full and complete review of the funding model grant categories to ensure that they support the current **local** needs of **all** school boards
2. Advocate for resolution of pressing problems in funding such as transportation, Special Education, Full-Day Kindergarten, and **child poverty**
3. Advocate for expanded supports and services to support children and youth mental health and well-being
4. **Advocate for funding to provide core curriculum subjects to rural and remote schools with a lack of critical student population**
5. **Advocate for adequate funding to support the operation of rural and remote schools and active participation in the rural education strategy consultation**
6. **Advocate for the reintroduction of local priority spending**
7. Continue to advocate for full funding by the Ministry of any new initiative
8. Support for the impact on boards of ongoing funding formula changes
9. Promote full collaboration among the four school board systems and enhancement of

partnership among boards

~~Continue to advocate for action to address the federal provincial discrepancy in equitable funding for First Nation students~~

10. Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects and alignment between government priorities and capital funding
11. Advocate for the Ministry to review the current education development charges (EDC) regulation to allow boards more flexibility in terms of capital funding
12. Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the provincial government's Community Hubs Strategic Framework and Action Plan
13. Advocate for the importance of Community Schools to community sustainability
14. **Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years**

#### **Advancing Reconciliation: First Nation, Métis and Inuit Education**

*OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).*

#### Proposed Areas of Emphasis for Action

1. **Continue focus on improving student achievement for First Nation, Métis and Inuit students** and advocacy for an Ontario curriculum that contains clear expectations that every Ontario student will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact for First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians
2. **Advocate for provincial funding to cover curriculum resources and training to support the implementation of the revised Ontario curriculum**
3. Commit to ensuring that the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other five priority areas
4. Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages, advocacy for the teaching of Indigenous languages in Ontario schools by fluent Indigenous speakers
5. Continue to focus on increased visibility and scope for action to expand capacity of First Nation trustees and increased general understanding by all trustees of First Nation, Métis and Inuit issues
6. Advocate for action that supports eliminating inequity at the Federal level in education funding for First Nation students
7. **Explore the issues of representation of First Nation, Métis and Inuit students in urban environments**

#### **ACTION:**

It is recommended the following motions be passed:

**That the amendments and additions to the Priority Areas of Emphasis for 2017-2018, be affirmed by the members.**

**Origin: OPSBA Executive Office**

**ISSUE: Member Board Policy Resolutions for AGM**

**Background:**

The OPSBA Constitution states that `Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year. Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On April 21, 2017 Executive Council, acting as OPSBA's Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in June.

The information on the following pages includes the rationale and motions that were submitted by the Boards, additional information provided by OPSBA staff and Executive Council's comments following their review.

**MOTIONS:**

- #1 Local Priorities and Local Education Needs Consultation (Ottawa-Carleton DSB)**
- #2 Electronic Regional Meetings (Hastings and Prince Edward DSB)**
- #3 Diversity, Equity and Inclusion (Peel DSB)**
- #4 Student Trustee Representation on OPSBA Board (Hamilton-Wentworth DSB)**
- #5 Governance Review (Hamilton Wentworth DSB)**
- #6 Right to Bring a Service Dog to School (Waterloo Region DSB)**

**Action:**

These Member Board policy resolutions are presented for the consideration of the AGM.

**POLICY RESOLUTIONS SUBMITTED FOR CONSIDERATION  
AT THE 2017 OPSBA AGM**

**#1 Resolution re Local Priorities and Local Education Needs Consultation**

**Board:** Ottawa-Carleton District School Board  
**Submitted By:** Chair Shirley Seward

**A. RATIONALE/BACKGROUND INFORMATION:**

The public school boards in Ontario have a successful history of introducing new local initiatives and providing supports for learning that respond to local educational needs. Having the ability and flexibility to continue to respond to local needs is vital for boards to effectively meet their legislative requirements.

**B. RESOLUTION:**

Whereas, the public school boards in Ontario have a successful history of introducing new local initiatives and providing supports for learning that respond to local educational needs. Having the ability and flexibility to continue to respond to local needs is vital for boards to effectively meet their legislative requirements.

**THAT OPSBA request the Ministry of Education to consult with the Association prior to the introduction of any new government policy initiatives. This would permit school boards an opportunity to fulfill ministry policy requirements while providing the flexibility for boards to respond to such matters and local priorities, geographical circumstances, and education needs; and**

**THAT OPSBA include in its advocacy work, a request for respectful and meaningful consultation between government and school boards that would preclude over-specification or excess implementation detail when policy directions are being considered.**

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**Comment from Executive Council:**

**Executive Council endorses this resolution.**

## #2 Electronic Regional Meetings

**Board:** Hastings and Prince Edward District School Board  
**Submitted By:** Trustee M. Hall

### A. RATIONALE/BACKGROUND INFORMATION:

At Hastings and Prince Edward District School Board (HPEDSB), Public Confidence is one of the strategic priorities and operating through good governance is a goal within the priority. The Ontario Public School Board Association (OPSBA) promotes and enforces public education:

- by helping member boards to fulfill their mandates;
- developing effective partnerships with other groups interested in public education; and
- providing a strong and effective voice on behalf of public education in Ontario.

OPSBA's five regional councils – North, West, East, Central East and Central West, advise the Executive Council and Board of Directors of issues and matters affecting their school boards. The Member Boards of each region hold no fewer than two meetings each year, usually in the fall and the spring, in addition to the regional meetings held at OPSBA's Public Education Symposium and the Annual General Meeting. Due to geographical distances on site meetings may require greater travel time and expense in a time of diminishing board resources. The valuable comradery and informal discussion that can occur enroute and at the meeting must be offset with consideration to available finite resources and efficiency.

As leaders in school board governance, Trustees ensure that Ontario's education system continues to adapt and transform to meet the ever-changing needs and challenges of our world. At the same time, Trustees model adaptation realizing efficiency of cost and time while maintaining a high level of accountability.

### B. RESOLUTION:

**Be it resolved that OPSBA, upon written request of the regional council (North, West, East, Central East and Central West) enable the technological (via Adobe Connect or comparable program) holding of one/both regional meetings.**

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### Comment from Executive Council:

**Executive Council endorses this resolution.**

### #3 Resolution: Diversity, Equity and Inclusion

**Board:** Peel District School Board  
**Submitted by:** Trustee Harkirat Singh

#### A. RATIONALE/BACKGROUND INFORMATION:

The school boards of Ontario must ensure that every student and every employee has a safe, inclusive and respectful learning and working environment. The Peel District School Board acknowledges OPSBA's on-going commitment to social justice, diversity, equity and inclusion as reflected in the belief statements and areas of emphasis in the OPSBA Key Work document.

It is vital that school boards continue to celebrate diversity by championing social justice, equity and inclusion. With the implementation of an Anti-Racism Directorate in Ontario, which recognizes that systemic racism continues to create barriers for Indigenous and racialized communities in Ontario.

#### B. RESOLUTION:

**Resolution:** be it resolved that OPSBA will,

- a) continue its leadership and advocacy for social justice, equity and inclusion for all students in our care,
- b) create explicit areas of emphasis for action within the Key Work document to further our collective efforts regarding social justice, equity and inclusion within the following existing priority areas,
  - The Whole Child and Student Well Being,
  - New Generation Education
  - Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity Priority
- c) prioritize social justice, equity and inclusion areas of emphasis for the Education Program Work Team and the Policy Development Work Teams
- d) explore the creation of a module, communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities
- e) facilitate the sharing of exemplary practice related to social justice, equity and inclusion among OPSBA member boards.

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#### Comment from Executive Council:

**Executive Council endorses this resolution.**

#### Background:

**OPSBA Staff are working on appropriate new areas of emphasis to support this resolution under the priorities of Whole Child and Student Well-Being, New Generation Education and Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity.**



## #4 Resolution re Student Trustee Representative on OPSBA Board

**Board:** Hamilton-Wentworth DSB  
**Submitted By:** Trustee Alex Johnstone

### A. RATIONALE/BACKGROUND INFORMATION:

#### **Student Trustee Representatives as members of Ontario Public School Boards Association (OPSBA)**

Whereas: OPSBA values the voice of our students and sees our students as collaborative partners in their education.

Whereas: The Education Act mandates all District School Boards to have student trustee representation and it makes sense to align local practice with provincial practice.

Be It Resolved That: OPSBA Board of Directors include a student trustee;

### B. RESOLUTION

**Be It Resolved That: An ad hoc committee of trustees be struck to engage the Ontario Student Trustee Association Public Board Council in discussions and oversee the work of implementing the new position of student trustee.**

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#### **Comments from Executive Council:**

- **What are the implications provincially?**
- **Do all boards support?**
- **A suggestion was made that each region have a student trustee representative.**
- **Student trustees have expressed an interest in being involved. They have the ear of the ministry and this could be helpful. Important to include them and work together.**
- **If OPSBA agrees to add a student trustee to the OPSBA membership, an amendment to the constitution would be required (Section 9).**

**#5 Resolution re Governance Review**

**Board:** Hamilton-Wentworth DSB  
**Submitted By:** Trustee Alex Johnstone

**C. RATIONALE/BACKGROUND INFORMATION:**

Whereas: OPSBA Board of Directors has undergone significant changes in its legal powers, duties and responsibilities.

Whereas: OPSBA's current constitution and governance structure needs to be updated to remove past practices that are no longer applied and to formalize newly established governance practices.

**D. RESOLUTION**

**Be It Resolved That: OPSBA perform a governance and constitution review;**

**Be It Further Resolved That: a governance review committee of trustees be struck and that the review be facilitated by either internal staff OR by a third party consultant;**

**Be It Further Resolved That: the governance review be completed in time to ratified at the 2018 AGM.**

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**Comment from Executive Council:**

**Executive Council does not support this resolution.**

## #6 Resolution re Right to Bring a Service Dog to School

**Board:** Waterloo Region DSB  
**Submitted By:** Trustee Cindy Watson

### A. RATIONALE/BACKGROUND INFORMATION:

The Whole Child & Student Well-Being - OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth. Monitoring and advocacy for increased opportunities and supports for students with developmental disabilities is an area of emphasis for OPSBA.

Promoting the value of equitable access for all students with a focus on issues of access for students in rural areas is an area of emphasis for OPSBA.

### E. RESOLUTION

**Be it therefore resolved, that OPSBA lobby the Minister of Education, Mitzie Hunter to consult with parents of autistic children and other parents of children who need a service dog, and that through the consultation process the Ministry of Education develop a standardized provincial policy that would allow all children who need a service dog the right to bring their service dog to school.**

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### Comment from Executive Council:

Executive Council suggests referring this resolution to the Program work team.

### Background:

There is work underway in this regard. Some boards are having difficulty with the request for the use of service/care animals. The Minister has requested the Ministry Special Education Branch to come up with a resource guide based on exemplary practices. OPSBA member boards could be involved in the development upon request. OPSBA supports the Ministry developing the guide and share with EPWT, pCODE and other school board staff for input, feedback and discussion.





## Hastings and Prince Edward District School Board

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

*Possibilities*  
**TODAY & TOMORROW**

May 8, 2017

Deputy Minister of Education Bruce Rodrigues  
14<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

Dear Deputy Rodrigues:

Hastings and Prince Edward District School Board's (HPEDSB) 2015-2020 Strategic Plan focuses on four priorities: Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being and aligns with the Ministry of Education's Renewed Vision for Education in Ontario. In our school board we are committed to increasing our graduation rate and have set high standards for our graduates.

We value testing provided through the Education Quality and Accountability Office (EQAO) as a tool that provides a valuable source of data that contributes to the identification of student learning needs and ultimately the professional learning needs of our teachers. This data along with other data sources help us to develop the evidence based goals reflected in our Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) and in our School Improvement Plans for Student Achievement and Well-Being (SIPSAW). We are focused on assessment and instruction that can directly impact student achievement and well-being. Over time, we are seeing improvement in the achievement level of our students in Grade 3, 6, and 9 and EQAO data helps us to identify strengths and gaps in curriculum implementation.

We also appreciate the efforts of EQAO to implement an on-line tool for the Ontario Secondary School Literacy Test (OSSLT). We believe that the implementation of the on-line testing tool will support many students to access the test with the supports and tools they use in their daily practice.

Our concern, which aligns with the recent discussion paper: EQAO and Large Scale Testing in Ontario by the Ontario Public School Board Association (OPSBA) is the sequencing of the requirement to fail the OSSLT prior to being eligible to take the Ontario Secondary School Literacy Course (OSSLC). We support Recommendation #3 in the OPSBA discussion paper that states that "Teachers and administrators should be supported in making a professional judgement about which students require a remedial course prior to taking the test. Offering remedial help first would create an environment that enhances motivation and self-esteem, and would serve to maximize student success." Offering curriculum support rather than failing the test would create an environment that builds skills, confidence and self-esteem and would maximize student success. The sequencing of the literacy course prior to the literacy test would also provide some equity for our students with special needs.

.....2



**Hastings and Prince Edward  
District School Board**

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

I-1-a  
**Possibilities**  
**TODAY & TOMORROW**

We understand that realigning the sequencing of the OSSLT and OSSLC would require a change in Ministry of Education policy. We hope you will consider Recommendation #3 as proposed by OPSBA and supported by HPEDSB as a way to further support student achievement and increased graduation rates.

Sincerely,

Lucille Kyle  
Chair, on behalf of Hastings and Prince Edward District School Board

cc: Laurie French, President, Ontario Public School Board Association  
Dr. Richard Jones, Interim Chief Executive Officer  
All Ontario School Board Chairs



**Waterloo Region  
District School Board**

**Education Centre**

51 Ardelt Avenue, Kitchener ON N2C 2R5  
Phone: 519 570 0003 Ext. 4111 fax: 519 570 1618  
[www.wrdsb.ca](http://www.wrdsb.ca)

May 16, 2017

Honourable Mitzie Hunter  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Hunter:

On April 24, 2017, the Waterloo Region District School Board passed a motion to write a letter to the Minister of Education in response to a recent correspondence from the Bluewater District School Board. This correspondence requested a comprehensive review of the Ontario Special Education Model that included both the delivery of special education programming and funding.

The Waterloo Region District School Board supports the request that the scope for the Special Education Funding Working Group be expanded to include a more robust and comprehensive review. We also support the recommendation that further consultation should include the following groups:

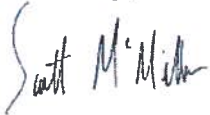
- Minister's Advisory Council on Special Education
- Provincial Parent Advisory Association Committee on Special Education Advisory Committees
- Special Education Advisory Committees
- Provincial organizations that represent each exceptionality area
- Ontario Teacher Federations
- School Boards
- Trustees
- Parents of students with special education exceptionalities
- Students with special education exceptionalities

The Waterloo Region District School Board also supports the recommendation that a comprehensive review include:

- A gap analysis of our current provincial model for special education delivery and any research on current and future models for special education around the world
- A financial analysis for each area of exceptionality to determine what portion of each special education dollar reaches students and what portion of each dollar goes to administration, communication, the IPRC process and other paperwork

- A narrative that links the "special education model" to the *Learning For All* ministry document
- An analysis of the data that has been collected by the ministry since the inception of Bill 82 to discover patterns and insights that would be applicable to the development of a new or modified model for special education and appropriate funding for that model
- Current directions in neuroscience in the review of the current special education model and development of any future special education model

Sincerely,

A handwritten signature in blue ink, appearing to read "Scott McMillan".

Scott McMillan  
Chairperson of the Board

Cc: OPSBA  
Ontario School Board Chairs





May 11, 2017

Beth Lougheed, OCT  
Principal  
JL Mitchener Public School  
60 Munsee Street South  
Cayuga ON N0A 1E0

Dear Ms. Lougheed,

Thank you for submitting artwork to our art exhibition, being held as part of the College's 20<sup>th</sup> Anniversary. After a very thorough review of the pieces submitted by Leslie Burrows, OCT and her students, I regret to inform you that their work was not selected to be featured in the June issue of *Professionally Speaking / Pour parler profession*.

As a member of the selection committee, I can tell you that we were amazed by their creativity, enthusiasm and efforts. While we cannot feature all artwork in our magazine, I am pleased to tell you that we will be featuring Ms. Burrows's and her students' work in our building for public display. Their stunning work is a testament of you and your school's dedication, enthusiasm and commitment culminating with student talent.

#### **When and where**

From May until the end of the year, we will be displaying every submission on a two-week rotational basis in the public areas at the College.

A schedule of when your school's art will be showcased will be shared through our social media channels, including Facebook, Twitter, Instagram and Pinterest.

#### **Selection criteria**

We asked students to create their artwork based on four themes: what they love about school, their favourite subject, what they want to learn, and if they were a teacher. We took into consideration how well the themes were conveyed in the artwork, if they met all the stated requirements and that all school systems were represented in their selection.

**Celebrating the profession**

Our public display of your artwork is also an opportunity for us to publicly acknowledge your success and thank you for all your hard work you do. On behalf of the Ontario College of Teachers, thank you.

**More information**

Our art exhibition is being held in celebration of the College's 20<sup>th</sup> anniversary. The College opened its doors in 1997 and for two decades, has been regulating the teaching profession in the public interest.

We will be returning all artwork once they have been exhibited. Please share our thanks with everyone involved in making this happen. We encourage you to submit more student artwork in the future to our on-going art exhibition and look forward to those opportunities to work with your school and students.

For more information, please contact Maala Nair at [mnair@oct.ca](mailto:mnair@oct.ca) or ext. 604.

Sincerely,



Michael Salvatori, OCT  
Chief Executive Officer and Registrar

Copy: Leslie Burrows, OCT  
Brenda Blancher, OCT

MS/CM/mn-pol



# DAVE LEVAC, MPP

Brant

May 17, 2017

Mr. David Dean  
Chair of the Board  
Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

Dear Mr. Dean

I recently spoke with Ms. Harjit Sohal, a constituent of Brant.

In our discussion, Ms. Sohal indicated her wish for a Punjabi language class to be offered to high school students in Brant. She advised me that, in the past there was not enough interest to support a class, however there are now 21 students interested in attending a Punjabi language class. She mentioned it would be the student's preference that the class be held on Saturdays or during the weekday evening hours.

I have taken the liberty of forwarding Ms. Sohal's comments to you, for your consideration. I respectfully request that you respond directly to her at:

309 German School Road  
Brantford, ON N3L 3E1 Tel: 226-802-5848

Thank you for your attention to this matter.  
Respectfully

Dave Levac, MPP  
Brant

CC: Ms. H. Sohal

/cp

## Constituency Office

96 Nelson Street, Suite 101, Brantford, ON N3T 2N1  
Tel 519-759-0361 | Fax 519-759-6439 | Email [dlevac.mpp.co@liberal.ola.org](mailto:dlevac.mpp.co@liberal.ola.org)