



## Regular Board Meeting

Monday, November 28, 2016  
Board Room, Education Centre

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# AGENDA

- A – 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session (**7:15 p.m.**)
  - \* (e) Memorial – Scott Johnson, Grand Erie Learning Alternatives      A. Felsky
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (i) Presentations – Student Recognition Awards
  - \* (j) Delegation – R. McAuley RE: French Immersion Program
- B – 1      **Approval of Minutes**
- \* (a) October 24, 2016 (Regular Board Meeting)
  - \* (b) November 14, 2016 (Committee of the Whole)
- C – 1      **Business Arising from Minutes and/or Previous Meetings**
- \* (a)
- D – 1      **Director's Report**
- (a) Pauline Johnson Collegiate & Vocational School - Strength Opportunity Achievement Results (SOAR) Program
- E – 1      **Student Trustee's Report**
- F – 1      **Committee Reports**
- \* (a) Committee of the Whole – November 14, 2016      G. Anderson
- G – 1      **New Business**
- \* (a) Report to INAC (Indigenous and Northern Affairs Canada) and Six Nations of the Grand River      B. Blancher
  - \* (b) Organizational Board Meeting - Set Date, Time and Place      B. Blancher
  - \* (c) Workforce Report      S. Sincerbox
  - \* (d) Major Construction Update (FT2)      J. Gunn
  - \* (e) Enrolment Update      J. Gunn
  - \* (f) Preliminary Year End (F2)      J. Gunn
  - \* (g) Technology Infrastructure Review      D. Abbey

***SUCCESS*** for Every Student



## Regular Board Meeting

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### H – 1 Other Business

- (a) Summary of Accounts - October 2016 J. Gunn
- \* (b) Special Education Advisory Committee Minutes - October 6, 2016 L. Thompson
- \* (c) Joint Occupational Health & Safety Committee Minutes - October 20, 2016 J. Gunn
- \* (d) Grand Erie Parent Involvement Committee Minutes (Draft) - October 20, 2016 B. Blancher
- \* (e) Native Advisory Committee Minutes - October 11, 2016 B. Blancher
- \* (f) Student Transportation Services Brant Haldimand Norfolk Minutes - October 25, 2016 J. Gunn
- \* (g) Student Senate Minutes - October 27, 2016 B. Blancher
- \* (h) Audit Committee Minutes - November 22, 2016 R. Collver

### I – 1 Correspondence

- \* (a)
- \* (b)

### J - 1 Adjournment

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

|   |                               |  |
|---|-------------------------------|--|
| Chairs' Committee                         | November 28, 2016, 5:45 p.m.  | Norfolk Room                                   |
| Board Nomination                          | December 5, 2016, 6:30 p.m.   | Board Room                                     |
| Board Organizational                      | December 5, 2016, 7:15 p.m.   | Board Room                                     |
| Audit Committee                           | December 6, 2016, 6:00 p.m.   | Dogwood Room<br>Norfolk SSC                    |
| Special Education Advisory Committee      | December 8, 2016, 6:30 p.m.   | Board Room                                     |
| Inaugural Board                           | December 12, 2016, 7:15 p.m.  | Board Room                                     |
| Native Advisory Committee                 | December 13, 2016, 12:00 p.m. | Hagersville Secondary School/New Start/NATIONS |
| Compensatory Education Steering Committee | December 15, 2016, 1:30 p.m.  | Dogwood Room<br>Norfolk SSC                    |

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## Memorial Statement

### Scott Johnson

It is with great sadness that we share at board the passing of Scott Johnson on October 27th at age 45. Scott was both an employee and a product of Grand Erie, having graduated from Brantford Collegiate Institute himself and then working for 16 years in 5 different secondary schools in the board. A valued teacher and administrator at Brantford Collegiate, Waterford, North Park, Pauline Johnson, and Grand Erie Learning Alternatives over his career, his recent passing has had a significant impact on a large number of our staff and students.

As a cherished educator and principal in the Grand Erie District School Board, Scott had a true dedication for his work with thousands of students over the course of his admirable career. He was a positive role model and continually demonstrated devotion to life long learning and perseverance in the pursuit of leadership opportunities for others. He was instrumental in creating a sense of belonging and community at each of his schools. He worked hard to make staff feel appreciated and students feel valued.

Scott's most recent work at Grand Erie Learning Alternatives exemplifies his dedication to leadership, students, and learning. In less than 2 years as principal, Scott was instrumental to the expansion of the summer school eLearning program, the implementation of a healthy foods breakfast program, and the expansion of cosmetology and fitness programs at the school.

As Co-Chair for the Brant United Way, and a strong supporter of the Movember movement, Scott translated his compassion for people into a strong commitment to community volunteerism. Scott's sharp wit and excellent sense of humour were enjoyed by his many colleagues and friends throughout his life.

Scott is survived by his mother and 3 sisters and leaves behind his wife Cynthia, daughter Ella and son Jack.

Respectfully submitted,

Dave Abbey  
Superintendent of Education

Delegation- Rebecca McAuley

Good evening members of the board. First I would like to apologize for coming in so late on this issue. I realize that it has already been decided to implement a dual track French Immersion program at Paris Central beginning with grade 6 in September 2017. The ideal time for me to have addressed you would have been while this matter was still in the discussion stage, which brings me to my first point.

There has been a terrible lack of communication about this issue with the parents of the students this will directly impact. I first learned of this problem by hearing a "rumor". I asked around and was told "it's a rumor". I admit I dismissed it as just rumor because I couldn't believe they would make this kind of decision without including us, the parents, in the discussion! Then I started hearing that "it was a done deal". Again when I tried to inquire I was met with "I'm sorry, I don't know" and "I think there was something on the Board's website". In hindsight, I now know I should have contacted the Board directly, but I did not know who on the board to approach. I can't speak for every family but I have three children including a medically fragile baby and I don't have time to check out websites, that are not terribly user friendly, to search for information that might be relevant to my children. I did go to the Board web site and the Burford District Elementary School's website. I did not find any relevant information concerning the transfer of students to Paris Central.

In an effort to learn more about Paris Central, I went to their website, where not only did I find info about the change, relevant board meeting dates, and a link with information on how to apply for Delegation to the Board, but they had sent a letter home with every single student. I have since learned that Burford apparently did send a letter home with their students. I did not receive this letter, I have no idea why, but one letter is not sufficient communication when dealing with such an important and impactful topic. There should have been an open communication between the parents, the school and the board.

Aside from the lack of communication and transparency is the impact this change will have on our children, our families and the French Immersion program at Burford. I thought I would bring to your attention some of these possible ramifications.

I will start with the immediate future. There are currently only eleven grade 5 students enrolled in the French Immersion program in Burford. At least three of the families have declared they will remove their child from the program before sending them to Paris Central. That leaves eight children; eight children being bused to Paris; eight children who are going to be thrust into a school where they will basically be segregated and viewed as the "those French kids"; eight children who are being removed from their friends, their community, and established relationships. Please remember that these pre-teen children are at an especially socially vulnerable age where depression and suicide is at an all time high.

They will be in a class of eight, or at the very most, a class of eleven. How is that cost efficient when the average class size is twenty to twenty-five plus. I have to admit under normal circumstances I would love to have my child in a class of eight children, but not at the expense of such isolation,



The lack of qualified French Immersion teachers has been stated many times as being a problem. Will a French Immersion teacher be hired to teach eight children? I would assume that if they stayed at Burford, there would be a split class with only one teacher needed. We, the parents, have not been told what the students' day will look like. Will they be kept segregated for all of their subjects? Or will they join in with English classes for some of their studies that are taught in English? Will there be any French used outside of the classroom, as is customary in French immersion schools (i.e. assemblies, announcements, school plays/events)?

Is Paris Central prepared to create an authentic French environment for eight students? Will someone be assisting the teacher to find materials in French, translating the common exams in subjects such as science, math, social, health and fostering the French culture in the school or will this responsibility rest solely on one teacher? Is Paris Central aware of the level required for French competency and the requirements for the program? In French Immersion schools, the administration, typically, are former immersion teachers and the school tends to have human resources to assist new teachers and the entire staff helps one another in the common goal of achieving competency in a second language

An article by Aaron Hutchins in the March 22, 2015 MacLeans magazine about French Immersion education, quotes Winnipeg School Division board chairman Mark Wasyliv as saying, "You don't want the English kids mixing with the French kids because that dilutes the whole purpose of being in an immersion setting," This particularly applies to the eight Burford students transferring to Paris Central. It's entirely possible that, as such a small minority, peer pressure alone could force them to abandon their French studies in order to fit in.

Already dual track schools French Immersion experience is second rate in comparison with Confederation and Dufferin, where French is spoken in every class, whether with their primary teacher, or a supporting teacher; where French is spoken in the hallways, in Phys-Ed, the announcements are in French, even some assembly's are in French. Our children speak French in their class. How much worse will it be in a school where there are only eight of them. For that matter, even when there are three classes, grades 6, 7 and 8 (if there are enough students for three full classes) what level of Immersion are they actually going to receive?

Moving on to look at years to come and the larger picture; you will be taking children from a school with wonderful facilities and moving them to a school with no facilities. Currently our children enjoy three baseball diamonds, a full size track, soccer fields, and arena, tennis courts, a splash pad and plenty of grass and playground equipment for all the children. They will be moved to a school that doesn't even have grass for them to play on. How are our children going to feel? How do we tell them that the board is prepared to view them as second class students by removing them from familiar surroundings where they are comfortable to a strange environment. Their English language peers get to stay but they have to leave.

I realize French Immersion is a program of choice. As parents, we made the choice to enroll our children in French Immersion at Burford District Elementary School. We were not informed when we enrolled them initially that they would have to be bussed to Paris to continue their studies in French Immersion for grades 6, 7, and 8. We understood at

the time of enrolment that they would attend high school elsewhere, but not starting in grade 6. Some parents may have made a different choice if they had known that was the case. A more minor issue, but an issue nonetheless is school spirit. Our children will be a BDES student for seven years, rooting for their team mates and friends. Do we as parents need to purchase spirit wear from both schools? partake in Fundraisers from both schools? How eager are the teachers going to be to include our children on sports teams with the knowledge in the back of their minds that these same students are going to be at another school next year?

I predict that some parents will pull their children out of the program before they will send them to Paris Central, many have already stated they will. This creates new problems as these students will potentially be behind their peers who have been in the English stream from the start. They will need extra help to catch up, or they risk falling further behind, or even becoming disenfranchised.

I predict that parents will be much less eager to enroll their children into the French Immersion program in Burford to avoid having to change schools in grade 6. This could jeopardize the entire French Immersion program in Burford.

An article in the Globe and Mail, May 30, 2016 by Caroline Alphonso, explores the issue of Ontario schools struggling to keep students in French immersion. Data collected by The Globe and Mail from several big Ontario school boards indicate that about half of the students drop out of the program as they move through their elementary-school years. The students being transferred from Burford to Paris are in danger of falling into this category as are the students in the grades behind them.

I know that the dual track French Immersion program at Walsh was facing the same issues that Burford is facing. I am also aware that the solution was to open another dual track JK-8 school. Why was this not the solution for us?

I understand Paris Central was facing a school closure, and they have been vehemently fighting this action. Moving our students into this school will enable them to stay open. While I have heard they do not want our French Immersion Students at their school I am sure they are thrilled they get to keep their school open.

I ask you how does this benefit our children? How is this a positive for them in any way? They are facing longer bus rides, for the majority, the shock of suddenly having no sports facilities, the trauma of having to forge new relationships at an age when fast friendships have already been established, and again being the "Others" in an English School.

Burford District is growing, the issues at the school need to be dealt with. Moving some of our French Immersion students is not a long term solution. Please fix the problem rather than sacrifice our children to patch it.

I would like to ask that special consideration be given considering the low number of students in grade 6 for the 2017-18 school year. Maybe these changes could be delayed until 2020 when the French Immersion program is complete JK-8 in the county schools, and when it has been said that all out of area students will have to attend their home F1 school.



**Regular Board Meeting**  
 October 24, 2016  
 Education Centre, Board Room

## MINUTES

**Present:** D. Dean, Board Chair, G. Anderson, R. Collver, B. Doyle, 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. De Vos, J. Gunn, D. Martins, Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

**Teleconference:** A. Felsky

**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 purposes of conducting the In Camera Session.

#### (b) Declaration of Conflict of Interest

Nil.

#### (c) In Camera Session

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss 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 7:15 p.m.

#### (e) Memorials

Nil.



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

Moved by: J. Richardson  
Seconded by: D. Sowers  
THAT the Agenda be approved as printed.  
**Carried**

(g) **In Camera Report**  
Nil.

(i) **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 Doyle and Director Blancher, presented the certificates to those recipients present.

Rylan Marr from Dunnville Secondary School finished first at the Ontario Power Lifting Association's provincial championships last year. He took the first place title for his squat, deadlift and total records. Rylan has been powerlifting for the past three years, his inspiration in the sport stemming from his older brother Kyle Marr. While at the provincial championship last year, Rylan also surpassed the national deadlift record. Rylan is attending Niagara College in the Border Security Program this year. Rylan was presented his certificate by last June with his coach.

Darienne Martin from McKinnon Park Secondary School, submitted a poem she wrote to the James Bartleman Aboriginal Youth Creative Writing Award competition, near the end of her grade 10 school year. It was based on a fictional character, depicting Six Nations' traditions and culture as seen from a female's perspective, through the stories told to her by her grandfather. In September, 2015, she was chosen as the first place prize winner. She was invited to the awards luncheon, which was held in the Lieutenant-Governor's General Chambers at Queen's Park, with James Bartleman himself. Darienne was also awarded with \$2,500 for first prize.

Mila Gretzky and Simran Grewal from North Park Collegiate-Vocational School started playing competitive soccer together in 2010 when they were on the Paris FC U9 Girls Soccer. Throughout their soccer years, the two became the best players in their own league which granted them 17 tournament championships, league cups and multiple MVPs. They also played for Saltfleet Stoney Creek soccer club. When their elite league season was over, they were undefeated champions, league cup winners and the Ontario Cup Champions, which gave their club a name as the number one team in Ontario. After all of their hard work and dedication the girls had become Ontario Champions.



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

- (j) **Delegations**  
Nil.

**B – 1 Approval of Minutes**

- (a) **Regular Board Meeting – September 26, 2016**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Minutes of the Regular Board Meeting, held September 26, 2016 be approved.

**Carried**

- (b) **Committee of the Whole Board – October 17, 2016**

R. Collver inquired about the Ontario Secondary School Literacy Test (OSSLT) (online) held on October 20, 2016.

B. Blancher explained that EQAO had released a statement that the system was hacked and that the matter is being investigated. Results from the test written are considered invalid. The final number of students scheduled to write the on-line test in Grand Erie has not yet been determined.

Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Minutes of the Committee of the Whole Board Meeting, held October 17, 2016 be approved.

**Carried**

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

Nil.

- (a) **South East Norfolk Elementary Accommodation Review Committee** (From September 12, 2016)

B. Blancher noted that the background should read that trustees received information on September 12, 2016 regarding Senior Administration's recommendation.



A revised report provided included Lynndale Heights Public School and no recommended changes.

Discussion included comments from trustees:

- D. Sowers visited the schools and shared observations of pros and cons to each school remaining open. She recommended closing both schools and building a new school at the Elgin site
- C. A. Sloat acknowledged the great amount of work done through the ARC, and praised the work of our Facilities Department when working with buildings. She supported keeping Elgin open as it would have the least amount of impact on students
- B. Doyle was pleased to hear from the community and placed value in that.
- J. Harris addressed that Elgin is the right property, and West Lynn has the right building. He addressed the concerns of bussing to West Lynn and that Elgin may have the better opportunity to house a partnership through potential partnership funding from the Ministry. He supported keeping Elgin open.
- R. Collver was pleased with the new ARC process and praised the community input. She requested clarification from J. Gunn regarding the reconstruction of Elgin and the relocation of students during that time. J. Gunn clarified that the preferred option would be to keep all of the students together and/or relocate grades 7 and 8 to the secondary school (SCS)
- G. Anderson recognized the difficult decision for trustees and voiced concern about Elgin's accessibility and the potential of three additional acres of land at West Lynn. He also added that the reconstruction of Elgin could take more than 18 months and that students may be relocated to two to three other schools. He supported keeping West Lynn open.
- J. Richardson requested clarification from J. Gunn if there is value in approaching the Ministry for a new school. J. Gunn explained that the Ministry has been consulted several times regarding Elgin however residual equity doesn't show it as prohibitive to repair. If another request is submitted, there is the risk of waiting six months to learn it has been denied.
- J. Harris requested clarification from J. Gunn if submitting requests for Elgin with opportunities of community partnerships and a new school would make a difference with the Ministry. J. Gunn explained that they could explore partnerships however the Ministry would likely still see the Elgin building as a building with too high residual equity to demolish. There will be another opportunity in Jan/Feb to submit another business case however it would take six months to get an answer.



## Regular Board Meeting

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Education Centre, Board Room

- J. Harris spoke to investing money in the classrooms as opposed to investing money into the transportation of students. He supported keeping Elgin open and to maintain a building more central in the community
- T. Waldschmidt spoke to moving forward with a decision that is going to create a better outcome now than waiting and losing a year's worth of time with proposing a new school
- K. Sandy could understand the issues as a parent in each school, and concurred with J. Harris to support keeping Elgin open because of the location
- D. Dean referred to the impressive rebuild of École Confédération and the potential at Elgin. He voiced a concern about the increased number of students on a bus if West Lynn was to remain open
- C.A. Sloat referred to how bussing will be ongoing for a foreseeable future, and how Elgin has a better foundation to start with. She recognized challenges with both buildings

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Senior Administration

Recommendations for each school in the Accommodation Review:

- Lynndale Heights Public School – no change
- The French Immersion Program at Walsh PS will be split with Lakewood Elementary effective September 1, 2017 following the boundary set out in option 5(a). Both Lakewood and Walsh programs will become JK-Grade 8 dual track FI upon full implementation by adding grades 6 – 8, one cohort per year from 2017 through 2019.
- West Lynn Public School – will be closed and become surplus pending capital approval, to redevelop Elgin Avenue Public School including additional classroom space to accommodate current West Lynn students and Elgin students.
- Elgin Avenue Public School - Apply to the Ministry of Education for Capital Funding Approval to redevelop the current school including additional classroom space to accommodate current Elgin Avenue and West Lynn students

**Carried**

J. Gunn clarified for J. Harris that all students at Elgin would remain in Simcoe. R. Collver inquired about reviewing options with community partners.

G. Anderson questioned if 16 months was a realistic goal to have the Elgin school reconstructed by. He supported West Lynn being the best building for the students.



Trustees expressed comments regarding the respectful and organized manner of the ARC.

(b) **North Brant Elementary Accommodation Review Committee** (From September 12, 2016)

B. Blancher noted that the background should read that trustees received information on September 12, 2016 regarding Senior Administration's recommendation.

Discussion included comments from trustees:

- T. Waldschmidt shared how other families in addition to his own spoke of Paris Central as a neighborhood school and when faced with the potential of the school closing, was pleased to see the implementation of French Immersion as a way of keeping it viable
- R. Collver spoke of how respectful and well received the ARC was and inquired to J. Gunn about North Ward and a module attached to it to remove pupil places. J. Gunn addressed the last addition to North Ward as a stand-up tilt up concrete addition that in theory can be taken apart. A study would be required to understand what could be recovered and reused
- D. Dean voiced a concern about the small cohort from Burford being introduced to a new school (Paris Central) for French Immersion and the option of the other French Immersion schools. J. Gunn concurred that École Confédération or Dufferin does not have sufficient room for those students from Burford
- C.A. Sloat addressed possible integration in some classes to make the move easier

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Senior Administration

Recommendations for each school in the Accommodation Review:

- Cobblestone Elementary School – No Change
- North Ward School – No Change
- Implement a dual-track French Immersion program at Paris Central beginning with Grade 6 in September 2017 and phasing in Grade 7 (September 2018) and Grade 8 (September 2019). The dual-track French Immersion program at Burford District Elementary School will finish at the Grade 5 level and students will move to Paris Central for Grades 6 to 8.

**Carried**





(c) **2016-2017 Board Improvement Plan for Student Achievement** (From September 26, 2016)

L. De Vos reviewed the Board Improvement Plan for Student Achievement and briefly reviewed the following areas:

- Theory of Change
- How Will We Get There?
- How Will We Know?
- How Are We Doing?
- How Did We Do?
- Where Are We Now?

The plan will be posted on the website.

C.A. Sloat inquired if needs identified under “How Will We Know- Special Education”, when accommodating math instruction in the profile of an LD learner are system or individual needs. L. Thompson clarified how Locally Developed students present differently and how disabilities for each students are identified.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the revised 2016-17 Board Improvement Plan for Student Achievement as information.

**Carried**

**D – 1 Director’s Report**

The Director highlighted:

- Dates of Significance include:
  - National School Library Day – October 24, 2016
  - Child Care Work and Early Childhood Educator Appreciation Day: October 26, 2016
  - Student Senate Meeting - October 27, 2016
  - Take Your Kids to Work Day: November 2, 2016
  - Holocaust Education Week: November 3-9, 2016
  - Treaties Recognition Week: Begins on November 6, 2016
  - There will be no Board Meeting on October 31, 2016



## Regular Board Meeting

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Education Centre, Board Room

- Commencements and Award Assemblies include:
  - Pauline Johnson Collegiate Commencement: November 3, 2016
  - Delhi District Secondary School Commencement: November 4, 2016
  - Cayuga Secondary School Commencement: November 4, 2016
  - Hagersville Secondary School: November 4, 2106
  - North Park Collegiate Commencement: November 5, 2016

L. De Vos reported that District Support Visits conducted through the leadership of our board's school effectiveness lead, will continue in a different model during the 2016/2017 school year.

This year, Grand Erie has been invited by the Ministry of Education to pilot "Supported School Self-Assessment". The goal of this support will be to focus on the School Self-Assessment portion of the School Effectiveness Framework.

She reviewed the focus of discussions and how they will include building the skills of reflection, while enhancing understanding of both the process and product of educator learning in relation to:

1. understanding the problem of practice/urgent student learning need and resulting educator learning need (needs assessment planning)
2. understanding and implementing research based and practice informed teaching and learning strategies (act).
3. understanding and monitoring impact for all, some, few and individual students, and the fidelity of implementation of the teaching strategy (observe/reflect)
4. building a vision of student mathematical success (reflect)

D. Sowers left the meeting at 8:28 p.m.

J. Gunn referred to Memorandum 2016:B18 that announced details of a capital funding initiative to support the expansion of community hub use in schools that will benefit both students and the local community. Grand Erie has been allocated \$942,317 to be used to retrofit available space in schools for use by community partners or improve accessibility of a school to enable use by a broader range of community partners.

Following consultation with Consolidated Municipal Services Managers and the Quality Accommodations Committee, recommendations for the use of this funding will be presented to the Board for approval.

Moved by: G. Anderson  
Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Director's Report of October 24, 2016 as information.

**Carried**



**E – 1 Student Trustee's Report**

E. Marr participated one last time as a Waterford Wolf in Young Canada Day (Norfolk County Fair) on October 3, 2016. There were agricultural and athletics events for Norfolk students to be involved in.

B. Newman reported that the first Student Senate meeting will be held on Thursday October 27, 2016. Presentations include GEBWell campaign, Integrating Technology/ School Connections and Round Table Discussion.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Student Trustee's Report of October 24, 2016 as information.

**Carried**

**F -1 Committee Report**

**(a) Committee of the Whole Board – October 17, 2016**

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated October 24, 2016 as follows:

**1. In Camera Report**

- i. THAT the Board confirm the Sale of Property for the Education Centre Surplus Lands.
- ii. THAT the Board authorize the Board Chair, Director of Education and Superintendent of Business to sign a letter to the City of Brantford confirming the Boards interest in partnering in co-build project in South West Brantford.
- iii. THAT the Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal list, effective immediately.

**2. South East Norfolk Elementary Accommodation Review Committee – Addendum Information**

THAT the Grand Erie District School Board receive the "South East Norfolk Elementary Accommodation Review- Addendum Information" as information.

**3. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of October 17, 2016 as information



4. **Communications Ad Hoc Committee – Terms of Reference**  
THAT the Grand Erie District School Board approve the Communications Ad Hoc Committee Terms of Reference.
5. **Enrolment Update**  
THAT the Grand Erie District School Board receive the Enrolment Update as information.
6. **Data Report – EQAO Board Report**
  - i. THAT the Grand Erie District School Board receive the Data Report –EQAO Board Report of the 2015-2016 Primary Division and Junior Division Assessment Results as information.
  - ii. THAT the Grand Erie District School Board receive the Data Report – EQAO Board Report of the 2015-2016 Grade 9 Assessment of Mathematics as information.
  - iii. THAT the Grand Erie District School Board receive the Data Report – EQAO Board Report of the 2015-2016 Ontario Secondary School Literacy Test as information.
7. **Data Report – Voluntary Aboriginal Self-Identification**  
THAT the Grand Erie District School Board receive the Data Report – Voluntary Aboriginal Self-Identification as information.
8. **Primary Class Size Report**  
THAT the Grand Erie District School Board receive the Primary Class Size Report as information.
9. **2016-17 Board Action Plan on First Nation, Métis and Inuit Education**  
THAT the Grand Erie District School Board receive the 2016-2017 Board Action Plan on First Nation, Métis and Inuit Education as information.
10. **Public Meeting Schedule for Special Education Annual Review**  
THAT the Grand Erie District School Board receive the report “Public Consultation Plan for Special Education Plan Annual Review” as information.
11. **Compensatory Education Plan**  
THAT the Grand Erie District School Board approve the Higher Improvement in Performance Schools Strategy for 2016-2017.
12. **BL8 Committees of the Board (Compensatory Education Steering Committee) Terms of Reference**  
THAT the Grand Erie District School Board refer the Terms of Reference for the Compensatory Education Steering Committee back to the committee for review.



13. **BL8 Committees of the Board (Grand Erie Parent Involvement Committee) Terms of Reference**  
THAT the Grand Erie District School Board approve the revised Terms of Reference for the Grand Erie Parent Involvement Committee, as amended.
14. **BL8 Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee**  
THAT the Grand Erie District School Board receive the report on Bylaw 9 – Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee.
15. **BL19 Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner**  
THAT the Grand Erie District School Board approve Bylaw 19 - “Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner”.
16. **BL26 Chairs’ Committee**  
THAT the Grand Erie District School Board approve Bylaw 26 - “Chairs Committee”, as amended.
17. **BL29 Student Trustees**  
THAT the Grand Erie District School Board approve Bylaw 29 – “Student Trustees”, as amended.
18. **F7 Disclosure of Wrongdoing (Whistleblower) Policy**  
THAT the Grand Erie District School Board forward Policy F7 – “Disclosure of Wrongdoing (Whistleblower) Policy to all appropriate stakeholders for comment to be received by January 13, 2017.
19. **HR3 Staff Development**  
THAT the Grand Erie District School Board forward Policy HR3 – “Staff Development” to all appropriate stakeholders for comment to be received by January 13, 2017.
20. **P1 Special Education Guiding Principles**  
THAT the Grand Erie District School Board forward Policy P1 – “Special Education Guiding Principles” to all appropriate stakeholders for comment to be received by January 13, 2017.
21. **FT10 Green School Construction and Renovation**  
THAT the Grand Erie District School Board approve Policy FT10 – “Green School Construction and Renovation”.
22. **FT11 Community Planning and Facility Partnerships**  
THAT the Grand Erie District School Board approve Policy FT11 - “Community Planning and Facility Partnerships”.



23. **SO2 School Councils**  
THAT the Grand Erie District School Board approve Policy SO2 – “School Councils”, as amended.
24. **SO4 Advertising**  
THAT the Grand Erie District School Board approve Policy SO4 – “Advertising”.
25. **FT117 Green School Construction and Renovation**  
THAT the Grand Erie District School Board rescind Procedure FT117 – “Green School Construction and Renovation”.
26. **OPSBA Report**  
THAT the Grand Erie District School Board receive the OPSBA Report.
27. **Correspondence**  
THAT the Grand Erie District School Board receive correspondence as information.

J. Harris requested that Recommendation No. 6 be separated from the main report.

A vote was taken on Recommendations No. 1-5 to 7-27.

J. Harris addressed his concern as a trustee and the task of learning the skillset to understand the complexity of the reports that come to Board such as EQAO results and the Board Improvement Plan for Student Achievement. Instructional initiatives and practices may take years to implement and see outcomes.

The Director and trustees were appreciative of his questions and comments. B. Blancher explained that although some reports are presented at one point in the year, such as EQAO, there is ongoing work being done around student achievement.

She recommended learning sessions can be held for trustees on any items they would like more information on.

A vote was taken on recommendation No.6.

**Carried**

G – 1 **New Business**  
Nil.

H – 1 **Other Business**

(a) **Summary of Accounts – September 2016**



Presented as printed.

Moved by: G. Anderson  
Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of September 2016 in the amount of \$14,662,792.18 as information.

**Carried**

**(b) Special Education Advisory Committee Minutes – September 8, 2016**

Presented as printed.

D. Dean inquired if the requests for the core French exemption that arise from parents who have children struggling are requests at the elementary or secondary level.

L. Thompson clarified that the exemptions are for both levels and explained the process of exempting students from French. D. Dean was concerned about secondary level exemptions.

B. Blancher clarified that at the secondary level, students could substitute the compulsory French credit with another compulsory credit.

C.A. Sloat requested clarification regarding Special Education in Grand Erie 2016-2017 – all teachers need access to “Learning for All” and the tiered intervention model. L. Thompson explained that parents are provided with information on how students are selected for gifted enrichment programs and that research based data is currently being compiled to ensure gifted enrichment programs are meeting students’ needs and to understand if enriched programming is occurring back in their classrooms.

C.A. Sloat inquired if homeroom teachers find it challenging with those students who are also attending enrichment classes. L. Thompson explained that if a student has been identified as gifted or highly able, that opportunity should be happening at enrichment and in the classroom.

Moved by: T. Waldschmidt  
Seconded by: R. Collver

THAT the Grand Erie District School Board receive the “Special Education Advisory Committee Minutes – September 8, 2016” as information.

**Carried**





(c) **Joint Occupational Health & Safety Committee Minutes – September 22, 2016**

Presented as printed.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the “Joint Occupational Health and Safety Committee Minutes – September 22, 2016” as information.

**Carried**

A. Felsky left the meeting at 9:01 p.m.

(d) **Audit Committee Minutes – September 20, 2016**

J. Gunn highlighted the Payroll and Compensation Audit report and the 2012-2015 Ministry Enrolment Compliance Audit Report.

He provided an update on how the Ministry visited three secondary schools to perform an audit as some issues with tracking and reporting students with pro-longed absences were discovered.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the “Audit Committee Minutes – September 20, 2016” as information.

**Carried**

(e) **Compensatory Education Steering Committee Minutes – May 19, 2016**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the “Compensatory Education Steering Committee Minutes – May 19, 2016” as information.

**Carried**

(f) **Native Advisory Committee Minutes – May 31, 2016**

Presented as printed.





**Regular Board Meeting**  
October 24, 2016  
Education Centre, Board Room

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the "Native Advisory Committee Minutes – May 31, 2016" as information.

**Carried**

I – 1 **Correspondence**  
Nil.

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 9:07 p.m.

**Carried**

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Board Chair, David Dean



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

### MINUTES

**Present:** G. Anderson – Committee Chair, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, K. Sandy, J. Richardson, 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. De Vos, J. Gunn, D. Martins, S. Sincerbox, L. Thompson; Recording Secretary – T. Capinding

**Regrets:**

**Trustees:** Nil.

**Administration:** Nil.

#### A – 1 Opening

##### (a) Roll Call

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

##### (b) Declaration of Conflict of Interest

Nil.

##### (c) In Camera Session

Moved by: D. Dean

Seconded by: A. Felsky

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

**Carried**

##### (d) Welcome to Open Session

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

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



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board hear the three delegations that were received by 4:00 p.m. today.

**Carried**

Moved by: T. Waldschmidt

Seconded by: A. Felsky

THAT the agenda be approved, as amended.

**Carried**

### (f) In Camera Report

Moved by: C. A. Sloat

Seconded by: J. Richardson

THAT Item B-1-b be approved.

**Carried**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT Item B-1-c be approved.

**Carried**

Moved by: D. Dean

Seconded by: T. Waldschmidt

THAT Ecolé Fairview be declared surplus to the Board's future accommodation needs in accordance with S. 194(3)(a) of the Education Act.

**Carried**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT Ecolé Fairview be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98.

**Carried**

### (g) Delegations

Delegations regarding the French Immersion Program Capping and Grandfathering were submitted and read at the meeting by:

1. Rob Clark
2. Jennifer Babister/Greg Baetz
3. Kim Dawdy

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



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

### (a) French Immersion (FI) Program Capping and Grandfathering (From September 12, 2016)

Trustee Discussion included:

- Growth within FI schools is continuing and capping is necessary to manage growth within the capacity of our buildings
- The issue of qualified French teachers is of paramount importance therefore Trustees discussion supported the capping process
- The number of students attending FSL out of their home catchment (54 between Burford, Confederation, Dufferin)
- Discussion between trustees lead to agreement that younger siblings should be able to continue in the FI programming families have enrolled their older children in – acquisition for programming is strongest point for the continuation of grandfathering
- A question was raised why we do not have an FSL Advisory Committee – it was discussed that we have an FSL Framework Committee in place and would take under advisement the opportunity for parent contribution within an Advisory committee
- Trustees in agreement that motion should be raised to remove point 2 of the Senior Administrations recommendations so that grandfathering will continue
- Further support of the Provincial Government is necessary for the growth and stability of FI programming

Moved by: C. A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve that caps be established each year prior to Kindergarten registration for all FI programs and that caps for any new program space consider the space that will be required for full implementation of the new planned FI program.

Once the French Immersion Program is fully implemented to Grade 8 at Paris Central in 2019-2020, transportation no longer be provided from the Burford and Paris French Immersion Catchment to Ecole Dufferin and Ecole Confederation and students will return to their French Immersion home school.

**Carried**

B. Blancher spoke to Section 23 of the Canadian Charter of Rights and Freedoms – French Language Rights as outlined in one of the delegations and that French Immersion is not considered part of French Language Rights.

Grandfathering of siblings in French Immersion programs will follow the existing practice.

### C – 1 Director's Report

The Director highlighted:



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

### Days of Significance:

- o Remembrance Day Ceremonies
- o Bullying Awareness and Prevention Week: November 20-26, 2016
- o Professional Activity Day - Elementary and Secondary: November 18, 2016
- o EQAO Online OSSLT Update – No Grand Erie students were able to complete the test
- o Ombudsman Report – Four concerns were all resolved at the early resolution stage

An Indigenous Education Acting TC has been hired; successful candidate is Sabrina Sawyer

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of November 14, 2016 as information.

**Carried**

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

D. Sowers left the meeting at 8:29 p.m.

#### (a) **Trustee Honoraria**

Moved by: C.A Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2016 to November 30, 2017 as presented.

**Carried**

#### (b) **Draft Annual Update, Multi-Year Accessibility Plan 2012-17**

There is an interest in posters that have been displayed for Accessible Grand Erie and the November 25<sup>th</sup> date. More information will be shared to the board through all social media avenues to promote awareness of Accessibility for everyone.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Draft Annual Update, Multi-Year Accessibility Plan for 2012-17.

**Carried**

### D – 2 New Business – Information Items



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

(a) **Educational Technology Update**

Moved by: T. Waldschmidt

Seconded by: C. Sloat

THAT the Grand Erie District School Board receive the Educational Technology Plan Update as information.

**Carried**

(b) **Health and Safety Annual Report 2015-2016**

Trustees noted the significant numbers in relation to EA's and ECE corresponding to incidents between students with aggressive behaviour and staff, and how loss time has decreased.

A concern was addressed regarding the increased number of workplace violence incidents reported as well as noting the decrease in injuries within Facility Services

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2015-16 as information.

**Carried**

(c) **Trustees' Travel and PD Expenses**

Moved by: J. Harris

Seconded by: T. Waldschmidt

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

**Carried**

(d) **Data Report – Student Suspension Report (SO6)**

Trustees highlighted a concern around the number of suspensions, especially for boys and children in younger grades

It was asked why the report does not include data on ethnicity/demographics. It was discussed that Indigenous is the only ethnicity that is identified within our board, therefore breaking it down further would not protect the anonymity of the report and potentially identify the students.



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive "Data Report – Student Suspensions 2015-16" as information.

**Carried**

(e) **Data Report – Student Expulsion Report (SO7)**

It was asked if the elementary student who was expelled is now in high school and has moved to a school out of their home area. W. Baker confirmed that had happened.

Moved by: T. Waldschmidt

Seconded by: J. Harris

THAT the Grand Erie District School Board receive "Data Report – Student Expulsions 2015-16" as information.

**Carried**

(f) **Parenting and Family Literacy Centres Update**

It was asked if funding was going to allow program to continue. L. De Vos explained that it looks in favour of supporting programming but nothing was firm of how funding will be distributed.

Moved by: D. Dean

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the report Parenting and Family Literacy Centres Update as information.

**Carried**

(g) **Grand Erie Parent Involvement Committee (GEPIC) Membership 2016-2017**

It was suggested that all GEPIC agendas and minutes be sent to all School Council Chairs.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2016 to November 2017 as information.

**Carried**

(h) **Report on Graduation Rates**



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

Moved by: D. Dean

Seconded by: T. Waldschmidt

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

**Carried**

(i) **Haldimand East Capital Projects**

Moved by: T. Waldschmidt

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Haldimand East Capital Projects Report as information.

**Carried**

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School board approve the striking of a Project Committee for the addition to Thompson Creek Elementary School.

**Carried**

(j) **Website RFP Initiation**

Moved by: B. Doyle

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Website RFP Initiation report as information.

**Carried**

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

(a) **BL8 Committees of the Board (Privacy and Information Management Committee) Terms of Reference**

Moved by: J. Harris

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Addition of Privacy Information Management Committee as a Standing Committee.

**Carried**

(b) **BL25 Director's Performance Appraisal**

Moved by: C.A. Sloat

Seconded by: K. Sandy

THAT the Grand Erie District School Board approve Bylaw 25 - Director's Performance Appraisal, as amended.

**Carried**





## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

### (c) SO3 Involvement of Schools in Community Events

Moved by: C. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy SO3 - "Involvement of Schools in Community Events" to all appropriate stakeholders for comment to be received by February 17, 2017.

**Carried**

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Committee of the Whole Board Meeting continue past 10:00 p.m. to deal with remaining items on the agenda.

**Carried**

### (d) FT5 Pupil Accommodation Reviews

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy FT5 - "Pupil Accommodation Reviews", as amended.

**Carried**

A. Felsky left the meeting at 10:09 p.m.

### (e) SO24 Copyright – Fair Dealing Guidelines

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the revised Policy SO24 - "Copyright-Fair Dealing Guidelines".

**Carried**

## E – 2 Administrative Procedure Consideration – Information Items

### (a) FT104 Advertising

Moved by: D. Dean

Seconded by: J. Harris

THAT the Grand Erie District School Board forward Procedure FT104 - "Advertising" to all appropriate stakeholders for comment to be received by February 17, 2017.

**Carried**



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

(b) **HR109 Office Declaration**

Moved by: J. Harris

Seconded by: R. Collver

THAT the Grand Erie District School Board forward Procedure HR109 – “Offence Declaration” to all appropriate stakeholders for comment to be received by February 17, 2017.

**Carried**

(c) **SO126 Volunteers**

Moved by: K. Sandy

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure SO126 – “Volunteers” to all appropriate stakeholders for comment to be received by February 17, 2017.

**Carried**

(d) **F101 Hospitality Expenses**

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive Procedure F101 – “Hospitality Expenses” as information.

**Carried**

(e) **FT116 Building Security**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive Procedure FT116 – “Building Security” as information.

**Carried**

(f) **P102 Procedure for Experiential Learning**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive Procedure P102 – “Procedure for Experiential Learning” as information.

**Carried**

F – 1 **Other Business**

Nil.



## Committee of the Whole Board

November 14, 2016  
Education Centre, Board Room

### G – 1 Correspondence

#### (a) Sun Life Financial Chair in Adolescent Mental Health

Moved by: D. Dean

Seconded by: K. Sandy

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

**Carried**

### H – 1 Adjournment

Moved by: R. Collver

Seconded by: J. Harris

THAT the meeting be adjourned at 10:17 p.m.

**Carried**

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Committee of the Whole Board Chair, Greg Anderson



## Grand Erie District School Board

TO: B. Blancher, Director of Education & Secretary

FROM: G. Anderson - Committee of the Whole Board

RE: **Committee of the Whole Board Report**

DATE: November 28, 2016

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated November 28, 2016 as follows:

### 1. In Camera Report

- i. THAT Item B-1-b be approved
- ii. THAT Item B-1-c be approved
- iii. THAT Ecolé Fairview be declared surplus to the Board's future accommodation needs in accordance with S. 194(3)(a) of the Education Act
- iv. THAT Ecolé Fairview be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98

### 2. French Immersion Program Capping and Grandfathering

THAT the Grand Erie District School Board approve that caps be established each year prior to kindergarten registration for all FI programs and that caps for any new program space consider the space that will be required for full implementation of the new planned FI program.

Once the French Immersion Program is fully implemented to Grade 8 at Paris Central in 2019-2020, transportation no longer be provided from the Burford and Paris French Immersion Catchment to Ecole Dufferin and Ecole Confederation and students will return to their French Immersion home school.

### 3. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of November 14, 2016 as information.

### 4. Trustee Honoraria

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2016 to November 30, 2017 as presented.

### 5. Draft Annual update, Multi-year Accessibility Plan 2012-17

THAT the Grand Erie District School Board approve the Draft Annual Update, Multi-Year Accessibility Plan for 2012-17.

### 6. Educational Technology Update

THAT the Grand Erie District School Board receive the Educational Technology Plan Update as information.

**7. Health and Safety Annual Report**

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2015-16 as information.

**8. Trustee's Travel and PD Expenses**

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

**9. Data Report – Student Suspension Report**

THAT the Grand Erie District School Board receive the “Data Report – Student Suspensions 2015-16” as information.

**10. Data Report – Student Expulsion Report**

THAT the Grand Erie District School Board receive the “Data Report – Student Expulsions 2015-16” as information.

**11. Parenting and Family Literacy Centres Update**

THAT the Grand Erie District School Board receive the report Parenting and Family Literacy Centres Update as information.

**12. Grand Erie Parent Involvement Committee (GEPIC) Membership 2016-2017**

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2016 to November 2017 as information.

**13. Report on Graduation Rates**

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

**14. Haldimand East Capital Projects**

- i. THAT the Grand Erie District School Board receive the Haldimand East Capital Projects Report as information.
- ii. THAT the Grand Erie District School Board approve the striking of a Project Committee for the addition to Thompson Creek Elementary School.

**15. Website RFP Initiation**

THAT the Grand Erie District School Board receive the Website RFP Initiation report as information.

**16. BL8 Committees of the Board – Privacy and Information Management Standing**

THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Addition of Privacy Information Management Committee as a Standing **Committee**.

**17. BL25 Director's Performance Appraisal**

THAT the Grand Erie District School Board approve Bylaw 25 - Director's Performance Appraisal, as amended.

**18. SO3 Involvement of Schools in Community Events**

THAT the Grand Erie District School Board forward Policy SO3 – Involvement of Schools in Community Events to all appropriate stakeholders for comment to be received by February 17, 2016.

**19. FT5 Pupil Accommodation Reviews**

THAT the Grand Erie District School Board approve Policy FT5 - Pupil Accommodation Reviews, as amended.

**20. SO24 Copyright – Fair Dealing Guidelines**

THAT the Grand Erie District School Board approve the revised Policy SO24 - “Copyright-Fair Dealing Guidelines”.

**21. F104 Advertising**

THAT the Grand Erie District School Board forward F104 - Advertising to all appropriate stakeholders for comment to be received by February 17, 2017.

**22. HR109 Offence Declaration**

THAT the Grand Erie District School Board forward Administrative Procedure HR109 “Offence Declaration” to all appropriate stakeholders for comment to be received by February 17, 2017.

**23. SO126 Volunteers**

THAT the Grand Erie District School Board forward SO126 - Volunteers to all appropriate stakeholders for comment to be received by February 17, 2016.

**24. F101 Hospitality Expenses**

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

**25. FT116 Building Security**

THAT the Grand Erie District School Board receive Procedure FT116 – Building Security and Access as information.

**26. P102 Procedure for Experiential Learning**

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

**27. Correspondence**

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

Respectfully submitted,

Greg Anderson, Chair  
Committee of the Whole Board

## French Immersion Kindergarten Registration – January 2017

### Enrolment Cap – Randomized Selection Process

- There is a Kindergarten enrolment cap in place which means that there are a limited number of spots available for students entering the program. The cap will be set for each school individually based on space available
- Spots are not assigned on a first come, first served basis. A randomized selection process system will be used to identify students gaining entrance into the Kindergarten FI program for the 2017-18 school year.
- Families should register their child at the French Immersion school within their catchment area by February 10, 2017 at 4:00 pm. Maps are available on the Board website.
- No out of area requests will be permitted.
- All students who apply by the deadline will be assigned a rank using a computerized random selection process. Once students have been assigned to all available spots registration will close at each school.
- Parents who apply will receive notification to inform them if their children have been placed in the Kindergarten FI program by February 27, 2017.

### Exceptions to the random selection process

Students who currently (2016-17) have siblings in the elementary French Immersion program and **apply by the deadline of February 10, 2017 at 4:00 pm** will be placed into the Kindergarten FI program. On the Kindergarten registration form parents will list the name and grade of the sibling(s).

### Communication Plan

- In December notice will go out to current FI families regarding the registration process
- Materials will be prepared ready for distribution before we break on December 23
- A meeting will be held with the Principals of FI schools to confirm the process
  - Registrations for siblings of current students in one folder – count sent to the FOS Superintendent on February 8, 2016 so that we can determine the number of available spots
  - **Registrations for new students impacted by the capping process will be put in a second folder** – school secretaries will be sent an Excel spreadsheet to complete with the information from each student and the spreadsheet will be sent to Elaine Roberts by February 17, 2017 along with a scanned copy of each of the registration forms
  - Using the completed spreadsheets Greg Rousell, System Research Leader, will conduct the randomized process
  - As part of the capping process, parents will be sent an email confirming that their registration form has been received
  - Parents will be informed, by each school, whether their child is in the program by February 27, 2017

- Parents of students who were not granted a spot in the program through the randomized process will be provided with information on the Wait List process and will be directed to register at their home school

### **Wait List**

Students who wish to enter the Kindergarten FI program but did not register by February 10, 2017 (4:00 pm) will be placed on a wait list.

Students will be placed on a wait list in the following order:

- Students who made the deadline but weren't selected by the randomized process – in the order given by the randomized process
- Students who missed the deadline will be placed in wait list in the order registration is received
- The wait list ends on the first Thursday of the school year

### **Wait List Timelines**

- Once September enrolment data is collected and verified the wait lists will be reviewed and families will be notified whether or not their child is in the program by September 15, 2017
- Principals will consult with their Family of Schools Superintendent before placing a student from the wait list





# GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

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## MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2012 TO NOVEMBER 2017

Annual Update, November 14, 2016

# MULTI-YEAR ACCESSIBILITY PLAN

## GRAND ERIE DISTRICT SCHOOL BOARD

### November 2012 – November 2017

Prepared by  
Accessibility Committee  
In accordance with:  
*Ontarians with Disabilities Act (ODA)*  
*Accessibility for Ontarians with Disabilities Act (AODA)*  
Integrated Accessibility Standards Regulation (IASR)

### Annual Update, November 14, 2016

This publication is available through the Grand Erie District School Board's

- website ([www.granderie.ca](http://www.granderie.ca) → Community → Accessibility)
- Staff Portal (Links and Resources → Accessibility → Multi-Year Accessibility Plan)
- Education Centre/Head Office
- Three Regional School Board Offices/School Support Centres-please see below  
-also available at-
- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request\*

\*Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

BSSC: 108 Tollgate Road, Brantford, ON N3R 4Z6  
HSSC: 70 Parkview Road, P.O. Box 760 Hagersville, ON N0A 1H0  
NSSC: 227 Main St. S., Waterford, ON N0E 1Y0

(519) 754-1600 Fax: (519) 754-4842  
(905) 768-9886 Fax: (905) 768-9903  
(519) 428-1880 Fax: (519) 428-1886

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## Aim

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

[Integrated Accessibility Standards Regulation \(IASR\) Policy \(weblink\)](#)

## 1.0 Objectives

This Plan:

- 1.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 1.3 Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- 1.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 1.6 Describes how the Board will make this Accessibility Plan available to the public.

## 2.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 2.1 Maintaining an Accessibility Committee;
- 2.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;

- 2.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

### 3.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It encompasses an area of 4,067 sq. km. in south-central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area's population is approximately 223,000.

### Board Strategic Direction

SUCCESS for every student.

We will achieve this through a focus on students and staff in a culture of high expectations.

### 4.0 Members of Accessibility Committee

| Working Group Member                                    | Department                                | Contact Information   |
|---|---|---|
| Lesley Boudreault - Program Coordinator                 | Special Education                         | 519-756-6306 ext. 287219<br><a href="mailto:lesley.boudreault@granderie.ca">lesley.boudreault@granderie.ca</a>              |
| Bell, Sharon - Manager<br>Human Resource Services       | Human Resource<br>Services                | (519) 756-6306, ext. 281289<br><a href="mailto:sharon.bell@granderie.ca">sharon.bell@granderie.ca</a>                       |
| Clement, Sandra – Supervisor of Purchasing              | Purchasing                                | (519) 756-6306, ext. 281229<br><a href="mailto:sandra.clement@granderie.ca">sandra.clement@granderie.ca</a>                 |
| Erauw, Robert– Supervisor of Support and<br>Development | Information Technology                    | (519) 756-6306, ext. 287028<br><a href="mailto:robert.erauw@granderie.ca">robert.erauw@granderie.ca</a>                     |
| Gregoire, Gabrielle – Web Designer                      | Communications and<br>Community Relations | (519) 754-1606, ext. 281251<br><a href="mailto:gabrielle.gregoire@granderie.ca">gabrielle.gregoire@granderie.ca</a>         |
| Crotta, Giancarlo – Principal, Houghton<br>School       | School Administration                     | (519) 875-2291, ext. 538001<br><a href="mailto:Giancarlo.crotta@granderie.ca">Giancarlo.crotta@granderie.ca</a>             |
| Hunt, Doug-Participation House                          | Community                                 | (519) 756-1430 ext. 273<br><a href="mailto:dhunt@participationhousebrantford.org">dhunt@participationhousebrantford.org</a> |

|   |   |  |
|---|---|--|
| Krukowski, Tom Division Manager<br>Maintenance & Energy                 | Facilities Services   | (519) 756-6306, ext. 281115  |
| Kuckyt, Philip, Manager of Transportation<br>Services                   | Transportation Services   | (519) 751-7532 ext. 5<br><a href="mailto:philip.kuckyt@granderie.ca">philip.kuckyt@granderie.ca</a>        |
| Chair - Mertins, Karin, School and Program<br>Supports Lead             | Student Support Services  | 519-756-6306, ext. 287219<br><a href="mailto:karin.mertins@granderie.ca">karin.mertins@granderie.ca</a>    |
| Richardson, James–Trustee   | Board of Trustees   | 905-975-9538<br><a href="mailto:james.richardson@granderie.ca">james.richardson@granderie.ca</a>           |
| McKillop, Shawn, – Manager of<br>Communications and Community Relations | Communications and<br>Community Relations                             | (519)756-6306, x-281147<br><a href="mailto:shawn.mckillop@granderie.ca">shawn.mckillop@granderie.ca</a>    |
| Senior, Jeff – Principal, Cobblestone School                            | School Administration   | (519) 442-2500, ext. 102001<br><a href="mailto:jeff.senior@granderie.ca">jeff.senior@granderie.ca</a>      |
| Thompson, Liana – Superintendent of<br>Education                        | Senior Management<br>Special<br>Education/Student<br>Support Services | (519)765-6306, ext. 281122<br><a href="mailto:liana.thompson@granderie.ca">liana.thompson@granderie.ca</a> |
| Wong, Rob – Vice-Principal,<br>North Park Collegiate                    | School Administration   | (519) 759-2560, ext. 274002<br><a href="mailto:rob.wong@granderie.ca">rob.wong@granderie.ca</a>            |

The Accessibility Committee held 3 meetings in the last year to review and update the Multi-Year Accessibility Plan for 2012-17.

## **5.0 Strategy for prevention and removal of barriers**

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Grand Erie District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces.

## 6.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

| Group      | Methods   |
|------------|---|
| Students   | Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education, Safe and Inclusive Schools and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.   |
| Staff      | Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.  |
| Public     | Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback. Development of the Multi-Year Accessibility Plan and ongoing feedback opportunities are additional important methods to identify barriers to accessibility.   |
| Board Wide | Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations. |

## 7.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. The following chart details some of the recent barrier-removal achievements:

| Type of Barrier | Location   | Action Taken   |
|-----------------|--|--|
| Physical        | Branlyn Community School                         | Front entrance upgrade   |
| Physical        | Grand Erie Learning Alternatives (GELA) - Rawdon | Front entrance accessible ramp and door upgrade  |
| Physical        | Delhi District Secondary School                  | Operators installed to office, library and exterior door. Hold open device on cafeteria. Removed interior wall to accommodate bed. |
| Physical        | Houghton Public School                           | Accessible bathroom  |
| Physical        | Langton Public School                            | Installation of Life in bathroom   |

|             |  |   |
|-------------|--|---|
| Physical    | North Park Collegiate – Vocational School      | Accessible washrooms and change rooms as part of Turf Field                             |
| Physical    | Pauline Johnson Collegiate & Vocational School | Accessible washrooms and change rooms as part of Turf Field                             |
| Physical    | Oneida Central Public School                   | Front entrance upgrade  |
| Attitudinal | Board-wide                                     | Mental Health Week addressing awareness   |
| Attitudinal | Board-wide                                     | Behaviour Management Systems Training   |
| Attitudinal | Board-wide                                     | Training re Integrated Accessibility Standards Regulation and Ontario Human Rights Code |

\*New school construction has adhered to the current building code and includes level access to schools, automatic door operators, elevators in schools of more than one floor, and accessible washrooms. Revisions to the Building Code came into effect January 1, 2015 and included things such as: amended mounting heights and location for washroom accessories, increased minimum clear floor areas for turning space in washrooms and power door operators on all barrier free washrooms.

## 8.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

### 2012-2013

| Type of Barrier                              | Location   | Action   | Effective Date and Compliance Update<br>*Indicates Compliance |
|--|------------|--|---|
| Systemic                                     | Board-wide | Develop Accessibility Policy Statement                         | Jan. 1, 2013 *SO23 Jan. 28, 2013                              |
| Attitudinal – Information and Communications | Board-wide | Develop Procedure re Accessible Information and Communications | Jan. 1, 2013 *SO138 Jan. 28, 2013                             |
| Attitudinal –                                | Board-wide | Develop Procedure re   | Jan. 1, 2013 *SO139   |



**Grand Erie District School Board**  
**Multi-Year Accessibility Plan Update, November, 2016**

|                                |            |  |   |
|--------------------------------|------------|--|---|
| Employment                     |            | Accessible Employment  | Jan. 28, 2013   |
| Attitudinal-Transportation     | Board-wide | Develop Procedure re Student Transportation  | Jan. 1, 2013 *SO137<br>Jan. 28, 2013  |
| Systemic                       | Board-wide | Review procurement practices to incorporate accessibility criteria for goods, services and facilities  | Jan. 1, 2013<br>*Purchasing Dept. requires successful bidders to provide proof  |
| Information and Communications | Board-wide | Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery  | Ongoing 2012-2013<br>*Training to be completed Fall of 2013. Accessibility Compliance Report to be filed by Dec. 31, 2013 |
| Information and Communications | Board-wide | Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request | Jan. 1, 2013<br>*Administrators informed of this requirement, 2012-13   |

**2013-2014**

| Type of Barrier                | Location      | Action   | Effective Date and Compliance Update  |
|--------------------------------|---------------|--|---|
| Systemic - attitudinal         | Board-wide    | Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training                             | Ongoing 2013-2014<br>*Training to be completed in Fall 2013   |
| Information and Communications | Board Offices | Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above | January 1, 2014<br>*Board website message under "Contact Us"  |
| Information and Communications | Board-wide    | Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards   | January 1, 2014<br>*Communications and Community Relations Dept. working with schools to ensure compliance, effective 2012-13 |
| Systemic - Employment          | Board-wide    | Review and update Human Resources procedures and practices with regard to  | January 1, 2014<br>*Human Resource Services has adopted   |

|   |   |  |  |
|---|---|--|--|
|   |   | recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment | procedures and practices to achieve compliance, 2012-13                                  |
| Information and Communications – Student Transportation | Board-wide (Student Transportation and Special Education) | Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities  | January 1, 2014<br>*Transportation Dept. and Special Education Implemented Sept. 3, 2013 |
| Information and Communications                          | School Libraries  | Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request   | Ongoing 2013-2014 in anticipation of the 2015 compliance date                            |
| Physical  | Various Sites   | Install accessibility features   | Ongoing 2013-2014*refer to page 8 for recent improvements                                |

## 2014-2015

| Type of Barrier                | Location         | Action  | Effective Date                        |
|--------------------------------|------------------|---|---------------------------------------|
| Information and Communications | Board-wide       | Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events) | January 1, 2015                       |
| Information and Communications | School Libraries | Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request  | January 1, 2015                       |
| Information and Communications | Board-wide       | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards  | Ongoing preparation for 2021 deadline |
| Physical                       | Various Sites    | Install accessibility features  | Ongoing 2014-2015                     |

## 2015-2016

---

| Type of Barrier                | Location         | Action   | Effective Date                        |
|--------------------------------|------------------|--|---------------------------------------|
| Systemic                       | Board-wide       | Review status of accessibility awareness training to ensure new staff have been trained  | Ongoing                               |
| Information and Communications | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline | Ongoing preparation for 2020 deadline |
| Information and Communications | Board-wide       | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards                                 | Ongoing preparation for 2021 deadline |
| Physical                       | Various Sites    | Install accessibility features   | Ongoing 2015-2016                     |

2016-2017

| Type of Barrier                | Location         | Action   | Effective Date  |
|--------------------------------|------------------|--|---|
| Systemic                       | Board-wide       | Review status of accessibility awareness training to ensure new staff have been trained<br>Develop capacity to train volunteers as appropriate<br>Accessibility Awareness Day  | Ongoing 2016-2017<br><br>Tied to Accessible Website design<br>November 25, 2016 |
| Systemic                       | Board-wide       | Review status of Board accessibility policies and procedures and update as required  | Ongoing 2016-2017   |
| Information and Communications | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request<br>Evaluating Centre for Equitable Library Access (CELA) digital library                 | Ongoing preparation for 2020 deadline<br><br>2016-17                            |
| Information and Communications | Board-wide       | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards<br>Process for developing GEDSB Accessible Website has been initiated | Ongoing preparation for 2021 deadline<br><br>2016-17                            |
| Physical                       | Various Sites    | Install accessibility features<br><br>Developing a process for tracking requests related to improved built environments  | Ongoing 2016-17   |

## 10.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-year Plan will be undertaken in 2016-17.

## 11.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website and on the Staff Portal. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair  
Accessibility Committee  
Grand Erie District School Board  
Or  
[www.granderie.ca](http://www.granderie.ca) → "Contact Us"



## BYLAW

**BL25**

### Director's Performance Appraisal

**Board Received:** June 24, 2013

**Review Date:** September 2016

#### Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

- 1) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
- 2) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
- 3) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
  - a) Board Improvement Plan for Student Achievement
  - b) The System Annual Operating Plans
  - c) The Director's Goal Package and Annual Learning Plan (Appendix A)
  - d) Trustees' Performance Appraisal Survey
  - e) System Performance Appraisal Survey
  - f) System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
  - g) Other criteria as determined by the Board
- 4) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
  - a) A broadly shared mission, vision and goals
  - b) A coherent instructional guidance system
  - c) Deliberate and consistent use of multiple sources of evidence to inform decisions
  - d) Learning-oriented organizational improvement processes
  - e) Job-embedded professional learning for all members of the organization
  - f) Budgets, structures, time and personnel policies and procedures aligned with the district's mission, vision and goals
  - g) A comprehensive approach to leadership development
  - h) Productive working relationships with staff and stakeholders
- 5) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
  - a) Problem-Solving Expertise
  - b) Knowledge about school and classroom conditions with direct effects on student learning
  - c) Systems Thinking
  - d) The ability to: perceive emotions; manage emotions; act in emotionally appropriate ways
  - e) Optimism
  - f) Self-efficacy
  - g) Resilience
  - h) Proactivity

6. The Executive Assistant to the Board of Trustees will distribute the surveys in accordance with the attached timelines (Appendix A), collect and collate all responses. The Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

### **Procedure**

- a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix B.
- b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix A, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

**Annual Learning Plan (Insert Year)  
Performance Appraisal Tracking**

| Goals | Strategies | Timelines | Measures/Evidence | Outcomes |
|-------|------------|-----------|-------------------|----------|
|       |            |           |                   |          |



### *Director's Performance Review Stages and Timelines*

#### **August and September**

- Board Improvement Plan for Student Achievement and Annual Operating Plans for the next school year are presented to the Board.

#### **August**

- Director presents his/her goals and Annual Learning Plan for the next school year to the Board of Trustees for approval.

#### **October**

- Director meets with the Performance Appraisal Committee to review system level data and to present a response to the data including plans for improvement and plans to address gaps in achievement for the current school year.

#### **February**

- Director and the Performance Appraisal Committee meet for a mid-year performance appraisal.

This meeting will include the following:

- Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
- Review of the status of the Annual Operating Plans and Board Improvement Plan for Student Achievement – on track, challenges, barriers to progress, next steps
- Sharing of any available system level data
- An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, FNMI
- Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

#### **April**

- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to the Trustees annually.
- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to superintendents, school administrators and managers on an every other year basis.

#### **May**

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:
  1. Director to provide evidence related to the approved assessment criteria
  2. The appraisal surveys

#### **May or June**

- Director's Performance Appraisal Committee presents a written performance appraisal and the appraisal surveys in a report to the Board. The Board reports in public that the Director's performance appraisal has been completed.



## Pupil Accommodation Reviews

Board Received:

Review Date: November 2019

### Policy Statement

The Grand Erie District School Board is responsible for the development of viable solutions for pupil accommodation that support student achievement and well-being.

The Board is responsible for:

- Developing a long term capital and accommodation plan informed by relevant data and information from municipal governments and community partners.
- The provision of appropriate accommodation for all students
- The operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding.
- Providing the opportunity for community feedback.

### 1.0 Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Improving student accommodation and program
  - Community feedback
  - Policy is followed

### 2.0 Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating such that the facility condition index (FCI) of the school is greater than the Board average FCI.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is below 75% of its rated capacity.

### 3.0 Board Planning for Quality Accommodations

The board Quality Accommodations Committee as established in Bylaw 8 is tasked with responsibility for the review of demographic data, enrolment projection data and relevant information from local municipal governments; identification of capital needs; development of

accommodation strategies that support student achievement and well-being. The committee will make recommendations to the board for consideration of an accommodation review on the basis of the above criteria and other relevant information available to the committee.

#### **4.0 Establishing an Accommodation Review**

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an accommodation report to be presented to the Board of Trustees for approval. This report includes information from municipal government and community partners prior to the commencement of the review including any confirmed interest in using the underutilized space.

The report will include:

- 1 accommodation issue(s) for each school under review
- 2 one or more options to address accommodation needs
- 3 a recommended option
- 4 where students would be accommodated
- 5 any changes to existing facility(ies)
- 6 any program changes required as a result of the proposed option(s)
- 7 changes to student transportation as a result of the proposed option(s)
- 8 new capital investment required and how it would be funded
- 9 timeline for implementation

The initial report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

The Board of Trustees will appoint an Accommodation Review Committee (ARC). The first meeting of the ARC will be no less than thirty calendar days from the date of Board approval of an accommodation review

#### **5.0 The Accommodation Review Committee (ARC)**

It is the role of the ARC to represent the school(s) under review and act as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

### 5.1 Membership of the ARC

- i. The Superintendent of Schools will facilitate ARC meetings
- ii. one parent/guardian representative appointed by the School Council of each school involved in the study
- iii. Two Trustees ~~as Ad-Hoc members~~

Alternate members representing the broader community may be named at the beginning of the review process.

### 5.2 Resource staff to support the ARC

- i. Principal of each school involved in the study
- ii. The Director of Education, Superintendent of Business, the Board's Planning Officer
- iii. other Board staff as required.

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

### 5.3 Role of Members

1. School council
  - Represent the views of the school community
  - Provide feedback
2. Trustees
  - Monitor the ARC progress
  - Act as a resource to the ARC
3. Superintendent of Education
  - Organizes and presents an orientation session to ARC members prior to the first meeting of the ARC
  - Facilitator
4. Principal
  - Act as a resource to the ARC

### 5.4 Terms of Reference and Mandate

The goal of the accommodation review process is to share relevant information and provide the opportunity for the school community and public to be heard. This process will have quality learning environment that support student achievement and well-being as its foundation.

The Accommodation Review Committee (ARC) will operate in accordance with all Board policies, procedures and by-laws and the Terms of Reference set out in Appendix A

## 5.5 Mandate

The ARC may comment and seek clarification on the staff report. The ARC will provide feedback on the staff report and may provide other accommodation option(s) that must include supporting rationale. The ARC members do not need to achieve consensus. Board staff will record feedback from the ARC and community which will be part of the final report presented to the Board of Trustees. The ARC has no decision making power but its feedback will be used by the Board during its deliberations. The final decision regarding pupil accommodation rests with the Board of Trustees.

## 6.0 Meetings of the ARC

- i. Where possible meetings of the ARC will be held in schools within the designated review area.
- ii. All ARC meetings will be open to the public.
- iii. All meetings will be publicized on the Board's website ([granderie.ca](http://granderie.ca)), in appropriate local media and through the schools involved in the review.
- iv. Agendas and minutes of the ARC meetings and information relating to the review will be posted on Board's website.
- v. All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request through any of the schools involved in the study.

## 6.1 Committee Orientation Meeting

Prior to the first public meeting of the ARC, the Superintendent of Schools shall convene an Orientation Meeting for all committee members. The purpose of the orientation meeting is to prepare committee members for the work of the Accommodation Review Committee and include:

1. A review of the Accommodation Review Process and Policy
2. A review of the mandate, role and responsibilities, and procedures of the ARC.
3. Distribution of copies of School Information Profiles as reference materials for review by committee members prior to the first ARC meeting.

## 6.2 Public Meetings

The first meeting of the ARC, the committee will;

- Review this policy and terms of reference of the ARC (Appendix A)
- Explain the role of the members of the ARC
- Explain the processes, timelines and expectations of the ARC
- Explain effective means of communication regarding the ARC
- Review staff report with recommended option(s)
- Review the School Information Profiles (SIP)
  - The SIP include data for each school which considers:
    - The value to the student
    - Its value to the school system
  - The SIP will be developed by school board staff for each school under review. (Appendix B)

The ARC will hold at least two public meetings with the minimum of forty business days between the first and last meeting.

There will be an opportunity for public questions and feedback at each meeting.

- The committee will consider whether resource staff will be tasked with preparing responses to questions posed by the public in attendance or by later communication to the committee.

At least one meeting will be scheduled to hear delegations from the public (Bylaw 11).

- Delegations wishing to speak to the Committee are required to submit their presentation by 4:00 p.m. two business days prior to the delegation meeting of the ARC. The presentation shall be in writing and include the name of the spokesperson
- The Committee, at its discretion, may hear delegations with less than the required notice if written submissions are available on the day of the meeting.
- The time allowed for presentations will not exceed ten (10) minutes
- The spokesperson shall confine his/her remarks to the subject matter of the presentation.
- The committee members ~~through the Chair~~, may ask the spokesperson questions in order to clarify certain points.

## 7.0 Completing the Accommodation Review

Senior Administration will prepare a final report including feedback from the ARC and public plus information obtained from municipalities and community partners prior to and during the accommodation review. The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of Whole #2 and will be posted on the Board's website granderie.ca.

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw 11). Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

~~The Board of Trustees final decision will be made no earlier than one month following the date of the meeting at which the report from Senior Administration was presented. This will provide opportunities for the presentation of delegations at any meeting held between the date of the receipt of the report and the date the final decision is made. The Board will refer the report from Senior Administration to the Committee of the Whole Board in the following month for debate and decision. The final decision will then be considered at the following Regular Board meeting. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.~~

A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's Administrative Review of Accommodation Review Process.

Reference: - Ministry of Education Pupil Accommodation Review Guideline March 2015  
 - OASBO Best Practice Guide & Toolkit – Facilitation skills to encourage community involvement 2016



## Terms of Reference Accommodation Review Committee

### 1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An Accommodation Review Committee is constituted to provide advice to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

### 2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- i. one representative appointed by the School Council of each school involved in the review
- ii. Two Trustees
- iii. Superintendent of Education as the facilitator

Board staff and Principals will be a resource to the committee as required.

### 3.0 Committee Operating Procedures and Scope

3.1 Prior to the first meeting of the ARC, members of the ARC will be invited to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

3.2 Minutes will be kept of all meetings.

3.3 Where possible meetings will be held in all schools in the review area.

3.4 The Superintendent of Education will facilitate the consultation

3.5 The committee will act in accordance with all Board policies, administrative procedures and by-laws.

- 3.6 There will a minimum of two meetings
- 3.7 There shall be a minimum of forty days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- 3.8 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data and at least one student accommodation option developed by Senior Administration. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. The Superintendent will present the School Information Profile for each school in the review area. Board staff will bring additional information during the review as requested by the ARC to support their work. Individual members cannot request additional information without the support of the ARC.
- 3.9 There will be an opportunity for public question and input at each meeting. The Superintendent of Education will submit a report to the Board from the consultation
- 3.10 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.
- 3.11 The ARC will be disbanded by the Board.



## Appendix B

School Information Profiles

Administration will develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

Facility Profile:

- School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (boundary) map.
- Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- Size of the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

**Instructional Profile:**

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Describe the course and program offerings at the school.
- Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- Current grade organization of the school (e.g., number of combined grades, etc.).
- Number of out of area students.
- Utilization factor/classroom usage.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

**Other School Use Profile:**

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

Each school under review will have a SIP completed at the same point-in-time, prior to the commencement of a pupil accommodation review for comparison purposes

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education and Secretary

RE: **Report to Indigenous and Northern Affairs Canada (INAC) and Six Nations of the Grand River**

DATE: November 28, 2016

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|  |
|--|
| <p><b>Recommended Action:</b> Moved by _____ Seconded by _____<br/>THAT the Grand Erie District School Board receive the report to Indigenous and Northern Affairs Canada (INAC) and Six Nations of the Grand River as information and forward it to Indigenous and Northern Affairs and Six Nations of the Grand River.</p> |
|--|

### **Additional Information**

Attached is the 2015-16 report to Indigenous and Northern Affairs Canada and Six Nations of the Grand River under the terms of the Tuition Agreement.

Respectfully submitted,

Brenda Blancher  
Director of Education





SUCCESS for Every Student



# GRAND ERIE TUITION AGREEMENT REPORT

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## Indigenous Education 2015-16



# Executive Summary

This report of the Grand Erie District School Board highlights the results of secondary school endeavours by Six Nations students and the work of the Native Trustee, Native Advisor, and Native Education Counselling staff who work under the Secondary School Tuition Agreement between Indigenous and Northern Affairs Canada and the Grand Erie District School Board on behalf of Six Nations of the Grand River. This document reports on the 2015-2016 school year and acknowledges the working relationship with organizations on Six Nations of the Grand River Territory. "Six Nations students" in this document refers to Six Nations students who reside in Six Nations and who are covered under the tuition agreement.

## Indigenous Education 2015 - 16 Areas of Focus

**Achievement** Identify, develop, implement, and review strategies to improve First Nation, Métis, and Inuit (FNMI) student achievement in collaboration with school and system staff through the Board Improvement Plan.

**Environment** Create learning environments that are engaging, inclusive and culturally relevant to FNMI students, parents and community members.

**Engagement** Establish, maintain, enhance and review partnerships and community relationships that support the unique needs of FNMI students to reach their full potential.

## NATIVE ADVISORY COMMITTEE

The Native Advisory Committee represents Six Nations interests in maintaining quality educational services purchased through the Tuition Agreement and ensures that the Board is appropriately advised in matters related to the education of Six Nations pupils.

### Voting Members

**Karen Sandy**, Native Trustee, GEDSB

**Helen Miller**, Six Nations Community Representative, Six Nations Elected Council

**Dave Dean**, Trustee, GEDSB

### Grand Erie District School Board Staff Resource

**Brenda Blancher**, Director of Education

**Deneen Montour**, Native Advisor

**Caroline VanEvery-Albert**, Indigenous Education Teacher Consultant

**Sherri Vansickle**, Native Education Counsellor – Brantford Collegiate Institute, Pauline Johnson Collegiate

**Sharon Williams**, Native Education Counsellor – McKinnon Park Secondary

**Melissa Turner**, Native Education Counsellor – Hagersville Secondary

**Rae Anne Hill-Beauchamp**, Native Education Counsellor – McKinnon Park Secondary

**Shannon Korber**, Native Community Liaison Officer

### Principals of Secondary Schools

**Sharon Doolittle**, Recording Secretary



# Grand Erie Indigenous Education Department 2015-2016



The Native Advisor, Indigenous Education Teacher Consultant, K-12, Native Educational Services staff and the Director of Education, Brenda Blancher worked together with staff at all levels to improve the success rates of Six Nations students in Grand Erie.

Indigenous Education is incorporated into the work of the Board Improvement Plan for Student Achievement. Staff began the work of the three year First Nations, Métis and Inuit Education Plan 2015 – 2018. We implemented the following goals under the areas of achievement, environment, engagement, and advocacy.

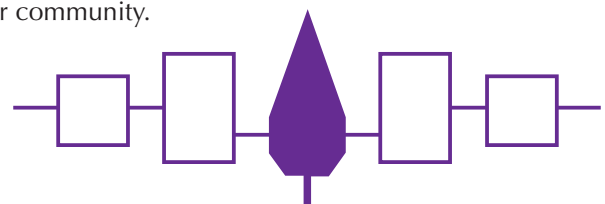
- Monitor the partnership between Grand Erie District School Board, Six Nations, and New Credit schools to implement a plan that promotes a smooth transition for tuition agreement students from one school to another, including students with special needs
- Use the collaborative inquiry process to further the understanding of pedagogical practices that meet the needs of FNMI students and share findings with elementary, secondary and system staff
- Monitor the implementation of elementary and secondary school initiatives and activities that are culturally appropriate for FNMI students and engaging for all students. Provide funding to schools to support culturally appropriate FNMI programming
- Implement programs that increase equity and inclusiveness in classrooms and schools
- Support mental health programs that meet the unique needs of FNMI students
- Monitor the partnership between Grand Erie District School Board and Six Nations Child & Family Services to ensure FNMI students have access to social workers who have a clear understanding of their unique needs
- Support community and post-secondary initiatives that aim to meet the needs of FNMI students
- Review board policies and procedures with an Indigenous lens to ensure that they are respectful and inclusive of FNMI people

The Indigenous Education Department continued to financially support school and community based projects. The team remained involved in the planning and facilitation of projects at the school level, such as Indigenous Awareness Days, Mentor Projects, Pen Pal Project, Teacher Professional Development and Cultural curriculum workshops for students and the provision of

supply coverage and transportation costs for students to attend a number of community and school sponsored educational activities. Some of the initiatives completed during 2015-2016 year included;

- Supporting student engagement through a field trip to the Imaginative Film Festival
- Grand Erie District School Board, Six Nations & New Credit 2015-2016 Transition Plan development and implementation
- Expansion of Native Language program offerings with Mohawk Language Level 1 – offered at Brantford Collegiate Institute and Pauline Johnson Collegiate and Vocational School
- Six Nations Grade 8 High School Information Night
- Cross Panel Resource in Mathematics partnership with Six Nations Grade 7 & 8 elementary teachers
- Finding Our Voice Cross Panel Resource in Literacy from an Indigenous Perspective
- Participation of staff in the Indspire Conference in November 2015
- Cultural Competency Training for Grand Erie staff
- School College Work Initiative Apprenticeship Day
- Mentors Influencing New Directions (MIND) Peer Mentoring Program with senior mentor students and all Grade 9 students at McKinnon Park Secondary School and senior mentor students from Pauline Johnson Collegiate and Grade 8 students at Bellview, Major Ballachey and Woodman-Cainsville.
- Ministry of Education, Student Success Branch, First Nation, Metis, and Inuit Student Learning & Leadership Conference

In June, the team bid farewell to Deneen Montour, our Native Advisor, as she moved into an Elementary Vice-Principal role at Princess Elizabeth and Bellview schools in Brantford in September 2016. Throughout her many years as our Native Advisor, Deneen has been a strong advocate for Indigenous students and a strong voice for her community.





# Message from the Native Trustee

After serving 2 years of a 4 year term as the Six Nations Trustee for the Grand Erie District School Board, it's reassuring that so many people support our children's education at various levels. "Success for Every Student" is at the center of the new multi-year plan. This absolutely reinforces the commitment of the Board including all educators, administrators, superintendents, staff, counsellors, and coaches. The diverse programs offered through the Grand Erie District School Board create opportunities for many Indigenous students to successfully carry on after graduating to a new career. Whether they are transitioning to apprenticeships, trades, post-secondary studies or employment, our schools help prepare all students to succeed.

Many community partners also support the path of our children as they strive to complete their goals including Grand River Employment and Training, Six Nations Polytechnic, Indspire, Niagara Peninsula Area Management Board, Grand River Post-Secondary, and Six Nations Elected Council. This collective effort very much supports the notion that it takes a community to raise a child. Negotiations are underway for the next tuition agreement with INAC as the existing one comes to a close mid-2017.

As a parent, we all want our children to be contributing members of society and I have seen first-hand how the Grand Erie District School Board honours and supports that. Mutual respect is earned and shared and when the Grand Erie District School Board supported the Truth and Reconciliation Commissions' Calls to Action it demonstrated reciprocity in the truest form. The Central West Region of school boards also had the opportunity to tour the Woodland Cultural Centre last spring. Although this is Canada's history, few know the realities of the effects of this government enforced policy. These small steps help in reconciling the past so decision makers and educators understand the struggles faced by Indigenous students who have endured intergenerational grief and trauma. It is very important that the Grand Erie District School Board continues to support our traditional languages so they can be restored. It is important to be proactive and forge new relationships as many school boards throughout Ontario have done.

The Ministry of Education has made a good start with Grades 4 to 8 Social Studies and Grade 10 Applied and Academic History in terms of incorporating Indigenous content into the core courses which is anticipated for September 2017. There will be inclusion of required curriculum regarding the Indian Residential School system, Treaties and the Indian Act. The First Nations' Trustees continue to participate and make contributions to this table with the Ministry.

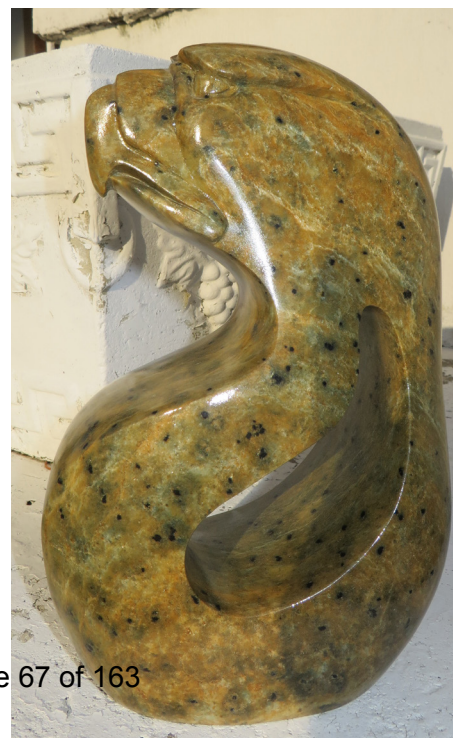
As the Six Nations Trustee, I am committed to the following meetings or activities:

- 1 committee of the whole meeting per month
- 1 regular board meeting per month
- Chair of the Supervised Alternative Learning committee (Haldimand)
- Chair of the Native Advisory Committee
- Member of the Student Discipline Committee
- Alternate to the OPSBA First Nations Director for the First Nation Trustees
- Central West Region Trustee meetings (2-3 times per year)
- Graduations and award ceremonies for McKinnon Park, Hagersville Secondary, Turning Point, Newstart, and SWAC
- Advocate for student success
- Parent liaison
- Language and Cultural Awareness sessions as requested by Educators
- OPSBA annual assembly and Public Education Symposiums
- Accommodation Review Committee meetings
- Member the Six Nations Education Committee
- Principals Professional Committee (twice per year)
- Report to the Six Nations Elected Council and the Six Nations Language Commission Board



As always, I will continue to advance the agenda of Indigenous students in the Grand Erie District School Board.

*Karen Sandy,*  
Native Trustee, Grand Erie District School Board





# Six Nations Alternative Education Data 2015-2016

## I.L.A. Turning Point

Total Number of Re-engaged Students: 119  
Male - 66 Female - 53  
Total Credits Attempted: 565  
Total Credits Achieved: 362  
Success rate for credit accumulation: 55%  
Total Coop Hours: 15,580  
Total Coop Credits: 141.6 credits  
Number of graduates: 30

## NewStart

Total Enrollment: 51  
Total Credits Attempted: 96  
Total Credits Achieved: 69.5  
Success rate for credit accumulation: 72%  
Number of graduates: 7

## Hagersville NATIONS

Total Enrollment: 9  
Total Credits Attempted: 27.5  
Total Credits Achieved: 9  
Success rate for credit accumulation: 33%

## Ratiweientehta's (They Are Learning) Youth Lodge Program

Total Enrollment: 8  
Total Credits Attempted: 36.5  
Total Credits Achieved: 24.5  
Success rate for credit accumulation: 67%

## School Within a College (SWAC) at Grand River Employment and Training (GREAT)

Total Enrollment: 21  
Total Credits Attempted: 69  
Total Credits Achieved: 48  
Success rate for credit accumulation: 70%  
Number of graduates: 10

## NuVision Program

Total Enrollment: 8  
Total Credits Attempted: 48.5  
Total Credits Achieved: 43.5  
Success rate for credit accumulation: 90%  
Number of graduates: 1

## Total number of Graduates from all Grand Erie Secondary School Alternative Education Programs 2015-16:

Total: 48

## Leading Voices

Students from seven school boards in the London East Region joined Grand Erie for Leading Voices, a day of student leadership at Six Nations Polytechnic on Thursday, May 19, 2016. Key note speaker Pakesso Mukash started off the morning with his story as a Cree/Abenaki musician and activist. Students were invited to workshops that included Electroacoustic Music, Wampum Belt Teachings, Lacrosse Teachings, Onkwehon:we Organics and more. The afternoon concluded with a youth panel and future leadership planning.



## Alternative Education Bussing

After a lengthy process, bus transportation for three HSS satellite program: SWAC, NuVision, and Youth Lodge, was finally secured! Thanks to the efforts of the team: Grand Erie - Karen Sandy, Dave Dean, Shaun McMahon, Jeannie Martin INAC - Lori Ransom & Peter Jones Sharp Bus Lines - John Prendergast & Irene Stewart

Six Nations students can now benefit from these excellent program options without transportation being a barrier.





## Grand Erie Family Featured in Ministry of Education's Public Awareness Campaign



The Bomberly family was featured in a television commercial released by the Ministry of Education that ran in major Ontario media outlets this fall.

This video raises awareness about Ontario's publicly funded education system. It demonstrates how the Ministry of Education and school boards are helping students reach their goals and full potential. For more information on this public awareness campaign:

- **Watch the Bomberly Family at McKinnon Park Secondary School's Graduation Ceremony (<https://youtu.be/tvHlyTJw2Bg>)**

Grand Erie District School Board captured the graduation ceremony on June 30, 2016 and featured Jayden and her family as she received her Ontario Secondary School Diploma.

"Graduating means taking another step into life," says Jayden during the interview before the official ceremony.

As shown in the Grand Erie video, Jayden's mother Christina credits hard work, family support and dedication to her daughter's success.

Jayden and the Bomberly family is also featured in Grand Erie's Achievement section of the 2016-2020 Multi-Year Plan.

## Pauline Johnson Has a Heart

*PJ students celebrated Valentine's Day in a unique way.*

Valentine's Day meant a little bit more at PJ this year as students and staff joined to celebrate Have a Heart Day. Free cookies were handed out as part of a campaign to help ensure that First Nations children have the childhood they deserve.

Six Nations student Artyna Jonathan-King said, "As a Native student, it was nice to see the PJ students come out for Have a Heart Day and show their support of First Nations kids."

Teresa Miller, the grandmother of a PJ student, prepared 800 heart-shaped cookies which were handed out over the lunch break on February 12th.

"She was amazing," said Tracy Levett, a member of PJ's Truth and Reconciliation Committee. "She made the event possible. It's really important to know we can make a difference for this generation of First Nations kids."

Students also learned more about the challenges facing First Nations children including disproportionate numbers of children in care, unequal access to education and the legacy of the Residential School System.

"I did not realize the discrepancy in basic services when it comes to First Nations children," said student Collin Tate. "I believe all children deserve an equal opportunity with educational resources, deserve to be proud of their culture and deserve to live in a safe and healthy home."

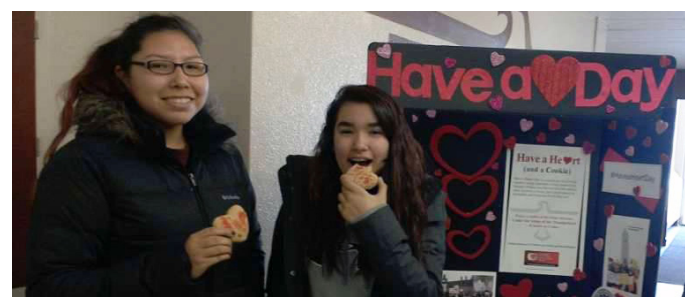
Many students signed a Valentine's Day card to Prime Minister Justin Trudeau asking him to implement the recommendations of the Truth and Reconciliation Commission.

"It's great to see that the government may finally recognize that its treatment of First Nations youth has been entirely unfair, and they might finally get the treatment they deserve," said student Hannah Schnepf.

PJ's event was one of 40 registered events that took place across Canada over the Family Day weekend. Canadians were asked to "support culturally based equity for First Nations children in joyful and creative ways."

"The Have a Heart event was a call for equity," said Hunter Blue, co-prime minister of the PJCVS Student's Council. "More than that, it was a learning opportunity which highlighted how the historical roots of our society perpetuate privilege placing Aboriginal youth at a distinct systemic disadvantage."

Have a Heart Day is the brainchild of the First Nation Child and Family Caring Society of Canada. After the PJ event, the school received a card of thanks from Executive Director Cindy Blackstock.



## Hagersville Secondary School Celebrates its Native Club!



The Native Club is a group composed of Native and non-Native students, that contributes to the overall student life at HSS. The club is actively involved in planning and organizing events throughout the year. Events include those that are specific to Indigenous history and culture like socials and Rock Your Mocs Day but they also plan and participate in other events that contribute to the student life at HSS. For example, every year during the 12 Days of Christmas the HSS Native Club hosts a 3 on 3 Hockey tournament for all students. They have also organized a Valentine's Day Relay Race and sold candy-grams for Easter.

Students involved in Native Club develop a sense of pride in who they are while developing strong leadership skills. Along with learning how to plan and carry out community events and fundraisers, these young people have learned to write proposals for grants as well. They may endeavour to recite the Thanksgiving Address to open events and they build public speaking skills as they learn to introduce guest speakers, speak on Native issues and provide the student body with information on morning announcements. Through the Native Club our Six Nations students are supported to be proud of their Onkwehonwe heritage and will be strong leaders for our community.

In upcoming years, other schools will be encouraged to use the model of the HSS Native club to start their own group for Indigenous students.



## Pauline Johnson Collegiate TRC Committee

The PJ Truth and Reconciliation Committee began in the spring of 2016 out of a discussion between Tracy Levett and Sherri Vansickle. They hosted events and activities for the PJ students and staff including Have a Heart Day, the KAIROS Blanket Exercise (Featured in Brant News), and the Heart Garden (Honouring Memories, Planting Dreams). Tracy, Sherri and the rest of the staff involved recognize they are treaty people and have a responsibility to right some wrongs. The committee is committed to acknowledging our responsibility to fulfill the calls to action.



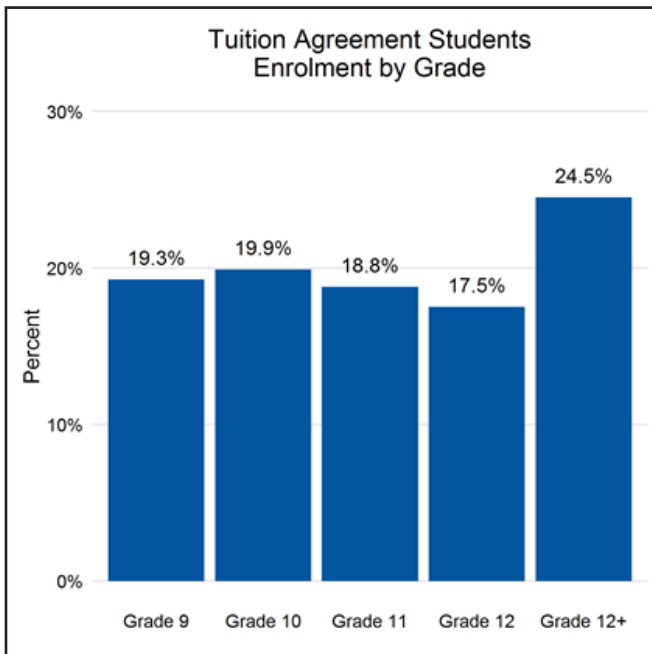
## BCI "Activists in Action for Attawapiskat"

The atrium at BCI was a-buzz with action! The Safe Talk team, who are students trained to help other teens have those courageous conversations about suicide and direct them to the proper supports, were on hand to help with the Awehaode (compassion) table. Lots of books, baseball gloves and craft supplies were dropped off. The project has had a global impact with a donation from Egypt on the first day. Also, a dad who is in the Armed Forces was out shopping with his sons when he heard about the project stopped by the school and dropped off a baseball glove the next day. This activity also took place at PJ.

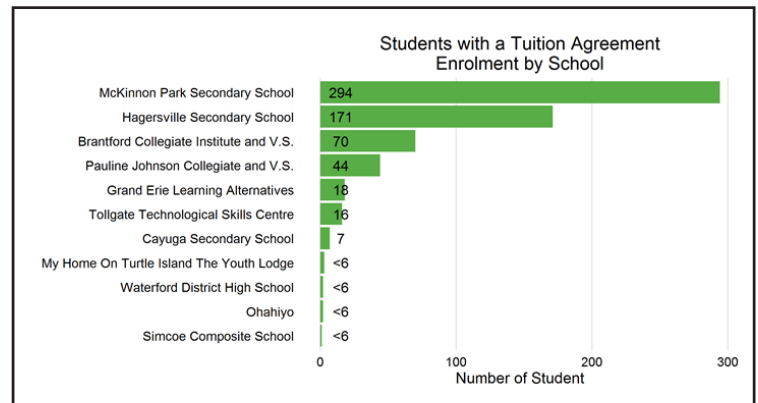




# Six Nations Tuition Agreement Students Enrolment by Grade - 2015-16



- The percentage of students from Six Nations fluctuates between cohorts. Almost ¼ of these students are in their fifth or more year of high school.



- The majority of students from Six Nations attended McKinnon Park Secondary School in the 2015-2016 school year.
- Four Grand Erie District School Board secondary schools had fewer than six students from Six Nations
- To prevent identification of individual student's groups with five or fewer students are reported as <6

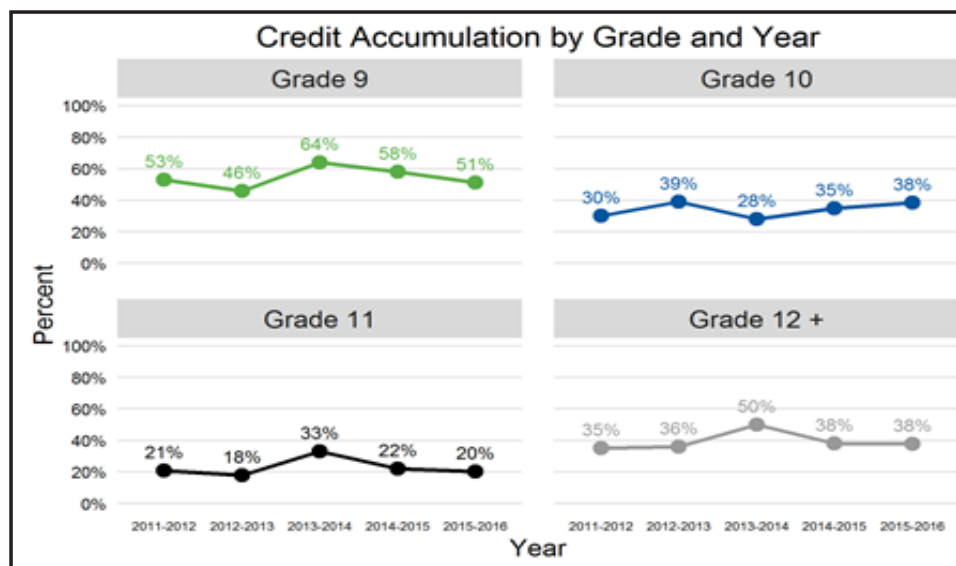
## Student Enrolment by School and Grade

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 12+ |
|---|---------|----------|----------|----------|-----------|
| Grand Erie District School Board (n=646)        | 127     | 127      | 119      | 116      | 157       |
| McKinnon Park Secondary School (n=294)          | 48      | 54       | 59       | 48       | 85        |
| Hagersville Secondary School (n=171)            | 33      | 30       | 37       | 28       | 43        |
| Brantford Collegiate Institute and V.S. (n=70)  | 20      | 23       | 9        | 14       | -         |
| Pauline Johnson Collegiate and V.S. (n=44)      | -       | 12       | -        | 11       | 12        |
| Grand Erie Learning Alternatives (n=18)         | -       | -        | -        | -        | -         |
| Tollgate Technological Skills Centre (n=16)     | -       | -        | -        | -        | -         |
| Cayuga Secondary School (n=7)                   | -       | -        | -        | -        | -         |
| My Home On Turtle Island The Youth Lodge (n=<6) | -       | -        | -        | -        | -         |
| Ohahiyo (n=<6)                                  | -       | -        | -        | -        | -         |
| Waterford District High School (n=<6)           | -       | -        | -        | -        | -         |
| Simcoe Composite School (n=<6)                  | -       | -        | -        | -        | -         |

Note: Groups with fewer than six students are not reported

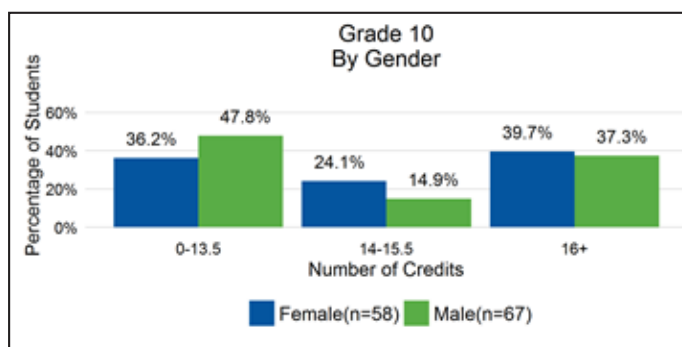
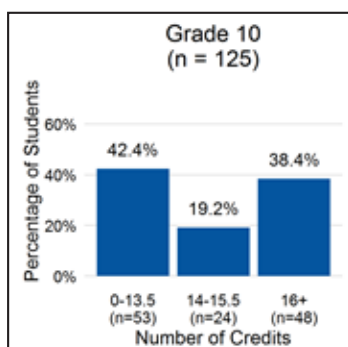
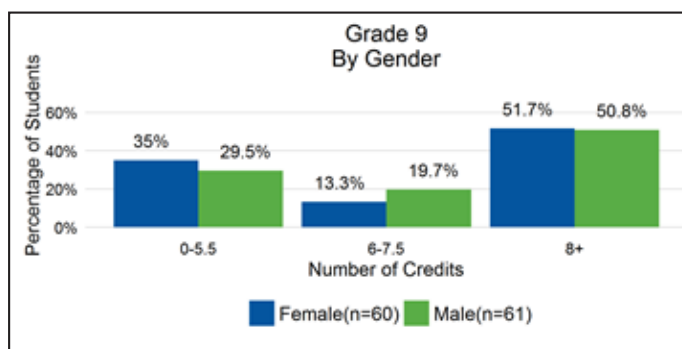
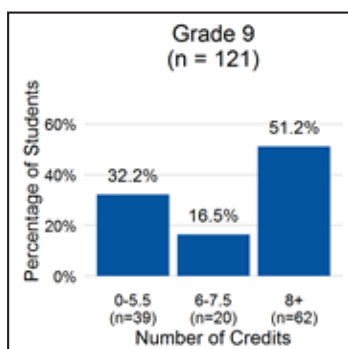
- Eleven Grand Erie DSB schools have students from Six Nations.

# Credit Accumulation by Grade and Year

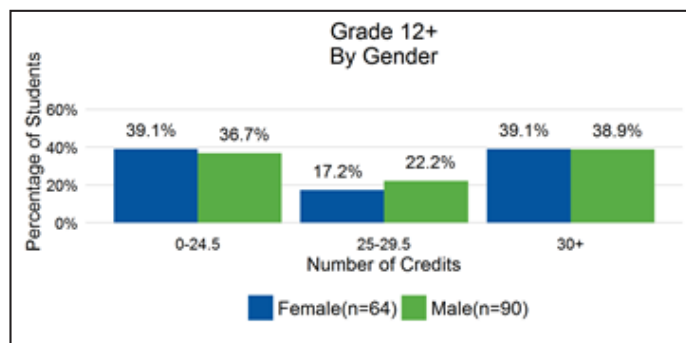
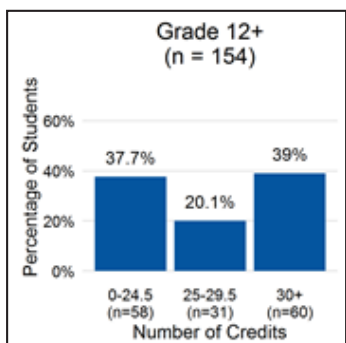
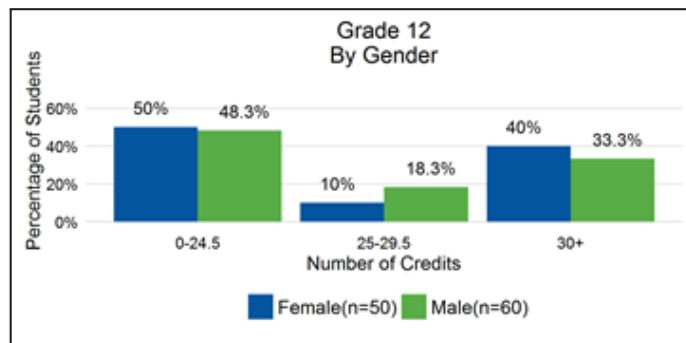
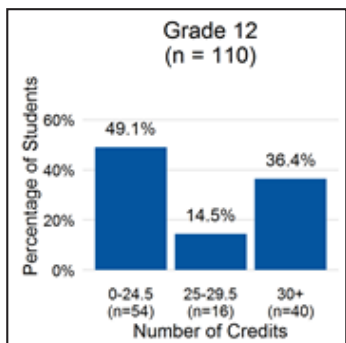
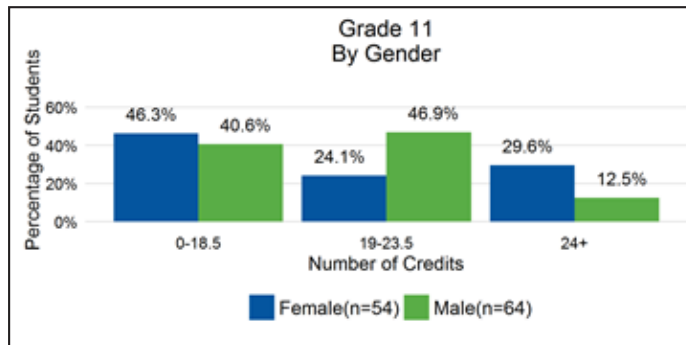
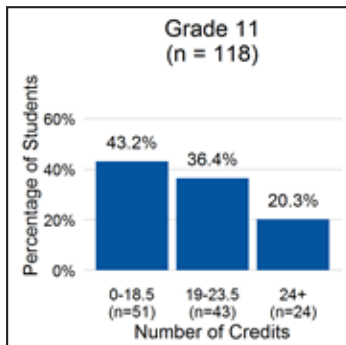


- Grade 9 credit accumulation has declined over the previous three years while Grade 10 has increased 10 percentage points. Students in Grade 11 continue to have the lowest percentage of students on track to graduate.

# Credit Accumulation by Grade and Gender

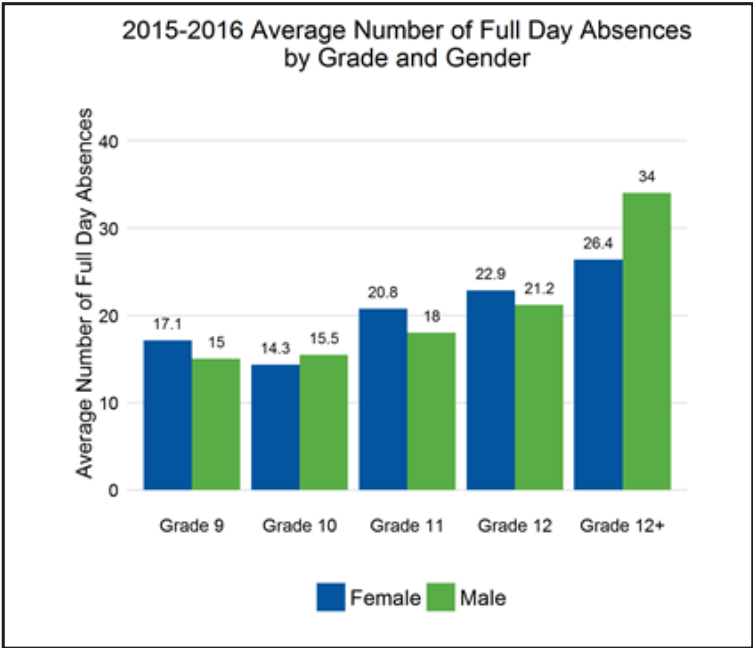


# Credit Accumulation by Grade and Gender (Cont'd.)

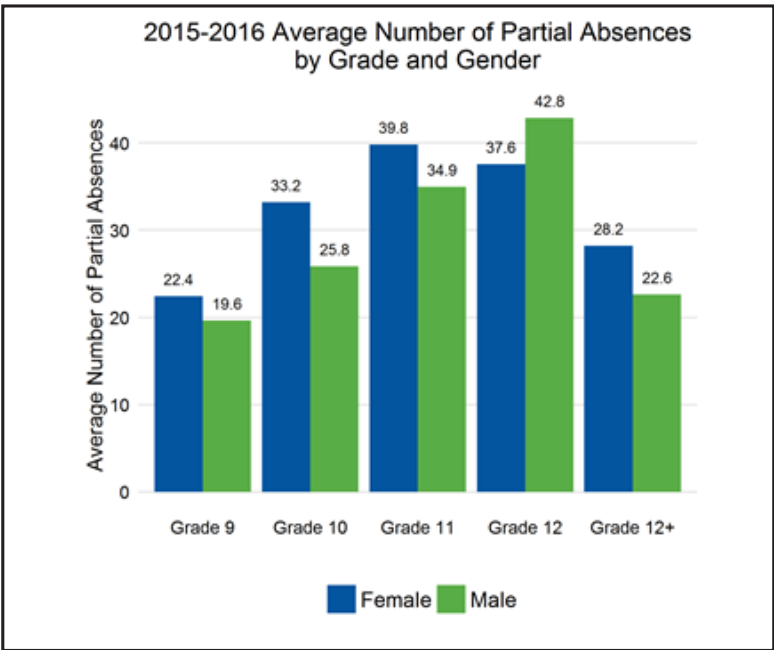


- 51% of Grade 9 students earned 8+ credits in 2015-16 and are on track to graduate (down from 59%)
- 38% of Grade 10 students earned 16+ credits in 2015-16 and are on track to graduate (up from 36%)
- 20% of Grade 11 students earned 24+ credits and are on track to graduate (down from 22%)
- 36% of Grade 12 students earned 30+ credits (down from 38%)
- 39% of Grade 12+ students earned 30+ credits (up from 38%)
- Gender gap is most evident in Grade 11 with 30% of females earning 24+ credits versus 13% of males

# Partial Day Student Absences by Grade and Gender

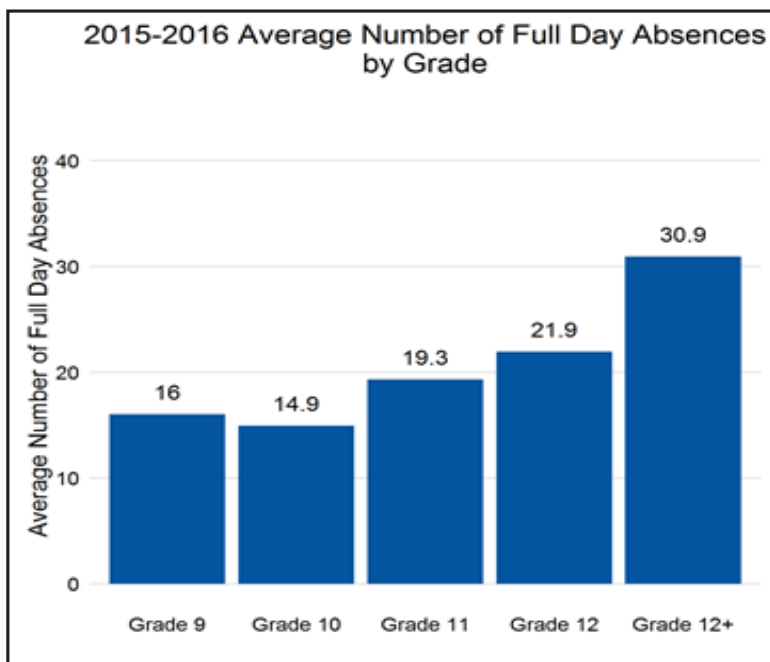


# Full Day Student Absences by Grade and Gender

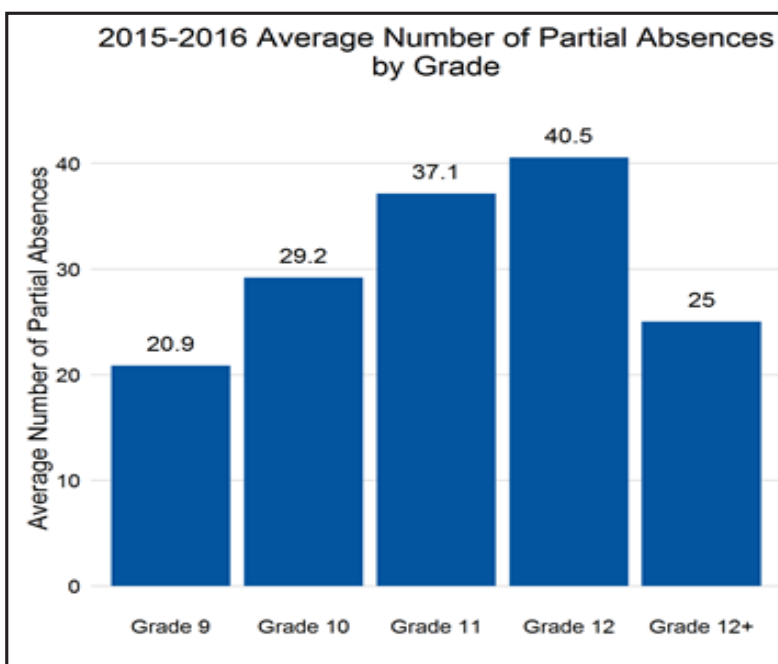


- Gender differences fluctuate between grades.
- The gender gap for full day absences is largest for students in their fifth or more year of high school.
- When looking at partial absences, males have higher absenteeism in Grade 12. In all other grades females have higher rates of absenteeism.

## Average Number of Full Day Absences by Grade



## Average Number of Partial Day Absences by Grade



- The average number of partial absences steadily increase through Grades 9 to 12, and show a decline for students in their fifth or more year of high school.
- Full day absences show a slightly different pattern with fewer absences in Grade 10 compared to Grade 9, and then steady increases through to Grade 12 and those students in their fifth or more year of high school.

# 2016 EQAO Grade 9 Assessment of Mathematics

| Number of Students at Each Level |         |         |         |         |         |         |  |     |              |
|----------------------------------|---------|---------|---------|---------|---------|---------|--|-----|--------------|
|                                  | Below 1 | Level 1 | Level 2 | Level 3 | Level 4 | No Data |  | IEP | Accommodated |
| Applied                          | < 6     | <6      | 9       | 19      | < 6     | 0       |  | <6  | <6           |
| Academic                         | < 6     | <6      | 19      | 11      | 6       | 8       |  | 7   | 7            |

- The number of Six Nations students who take Applied and Academic math are similar in number
- A greater number of Six Nations who take Academic math are achieving levels 3 & 4
- A greater number of Six Nations students who take Applied math are achieving levels 1 & 2
- A greater number of Six Nations students who take Applied math have Individual Education Plans and/or received accommodations

## Grade 9 Mathematics – Percentage of Students at Each Achievement Level (4 Year Trend)

| Applied | < Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|---------|-----------|---------|---------|---------|---------|
| 2012-13 | 6%        | 14%     | 35%     | 37%     | 9%      |
| 2013-14 | 0%        | 13%     | 35%     | 27%     | 4%      |
| 2014-15 | 7%        | 22%     | 38%     | 20%     | 4%      |
| 2015-16 | 8%        | 9%      | 36%     | 21%     | 11%     |

| Academic | < Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|----------|-----------|---------|---------|---------|---------|
| 2012-13  | 0%        | 5%      | 14%     | 74%     | 8%      |
| 2013-14  | 4%        | 15%     | 19%     | 63%     | 0%      |
| 2014-15  | 9%        | 13%     | 20%     | 59%     | 0%      |
| 2015-16  | 3%        | 9%      | 27%     | 58%     | 3%      |

*Note: Percentages may not add to 100% due to students with No Data*

- Each year, between 2012-2015, a majority of Six Nations students taking applied math are achieving levels 1 & 2
- Each year, between 2012-2015, a majority of Six Nations students taking academic math are achieving levels 3 & 4

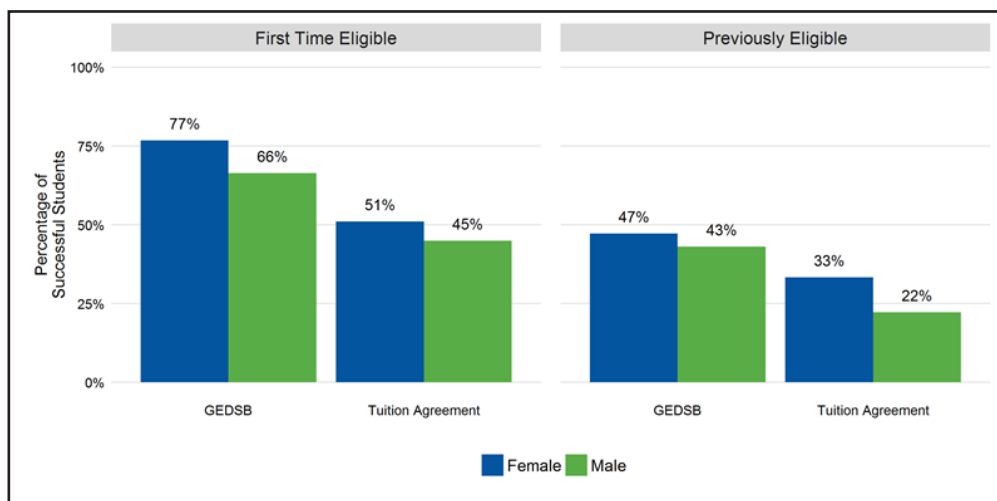


# 2016 EQAO Ontario Secondary School Literacy Test (OSSLT)

| Number of Students:               | First Time Eligible (FTE) | Previously Eligible |
|-----------------------------------|---------------------------|---------------------|
| Eligible Students                 | 118                       | 105                 |
| Absent                            | < 6                       | 14                  |
| Pursuing Credential Through OSSLC | 14                        | 19                  |
| Deferred to Next Administration   | NA                        | < 6                 |
| Exempted                          | 0                         | 39                  |
| Participating Students            | 98                        | 30                  |
| Successful                        | 47                        | 8                   |
| Not Successful                    | 51                        | 22                  |
| Students with Special Needs       | 34                        | 45                  |
| Participating                     | 24                        | 8                   |
| With Accommodations               | 23                        | 8                   |
| Successful                        | 7                         | 0                   |

- 50% of participating First Time Eligible (FTE) Six Nations students were successful in passing the Ontario Secondary School Literacy Test
- 43% of participating Previously Eligible (PE) Six Nations students were successful in passing the Ontario Secondary School Literacy Test
- 30% of Previously Eligible (PE) Six Nations students are pursuing credentials through the Ontario Secondary School Literacy course

## 2016 OSSLT by Gender



- Grand Erie District School board First Time Eligible participating male students were 19% more successful than Six Nations First Time Eligible participating male students
- Grand Erie District School board First Time Eligible participating female students were 22% more successful than Six Nations First Time Eligible participating female students
- Grand Erie District School board Previously Eligible participating male students were 9% more successful than Six Nations Previously Eligible participating male students
- Grand Erie District School board Previously Eligible participating female students were 10% more successful than Six Nations Previously Eligible participating female students

## NOTES:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Telephone: 519.756.6301 • Toll Free: 1.888.548.8878  
Fax: 519.756.9181 • Email: [info@granderie.ca](mailto:info@granderie.ca)  
**[www.granderie.ca](http://www.granderie.ca)**



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## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Organizational Board Meetings – 2016**

DATE: November 28, 2016

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT (a) the Nominating Committee meeting be held in the Board Room at the Education Centre on December 5, 2016 at 6:30 p.m.; (b) the 2016 Organizational Meeting be held in the Board Room at the Education Centre on December 5, 2016, following the Nomination Committee Meeting; and (c) the 2016 Inaugural Meeting be held in the Board Room at the Education Centre on December 12, 2016 at 7:15 p.m.

### Background

In accordance with Bylaw 3, election of officers of the Board occurs annually in December. Section 208 of the Education Act stipulates that the first meeting of the new Board is to be held *"not later than seven days after December 5, 2016, unless a decision to hold the first meeting of the Board at some other time and date is made by a majority of the members of the Board"* (Section 208[3]).

Section 1.0 of Bylaw 3 states that a meeting of all Board members shall be held to prepare a slate of nominees prior to the Annual Organizational Meeting of the Board. The procedures for the annual Organizational Meeting are determined by existing Board Bylaws. Section 2.0 of Bylaw 3 states that *"Each year, at the regular November meeting of the Board, the Board shall, by resolution, set the date, time, and place for a special meeting to organize the Board for the following year."*

The above recommended action complies with By-Law 3.

Respectfully submitted,

Brenda Blancher  
Director of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary

FROM: Scott Sincerbox, Superintendent of Education (Human Resources)

RE: **Workforce Report**

DATE: November 28, 2016

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the Workforce Report with data as of  
October 31, 2016.

### Rationale/Background:

- 1.0 The Board receives information three times a school year – November, February and April - that provides totals by employee group/position, relative to the budget. The Report also includes retirement and resignation names.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)

## GRAND ERIE DISTRICT SCHOOL BOARD

## WORKFORCE REPORT 2016 - 2017

|    |   | Budget         | Funding     | Oct 31/16      | Jan 31/17 | Mar 31/17 |
|----|---|----------------|-------------|----------------|-----------|-----------|
|    |   |                | Adjustments |                |           |           |
| 1  | Supervisory Officers                              | 8.00           |             | 8.00           |           |           |
| 2  | Consultants & Coordinators - Elementary           | 15.50          |             | 15.50          |           |           |
| 3  | Consultants & Coordinators - Secondary            | 5.00           |             | 5.00           |           |           |
| 4  | Principal Leaders - Elementary                    | 3.00           |             | 3.00           |           |           |
| 5  | Principal Leaders - Secondary                     | 1.00           |             | 1.00           |           |           |
| 6  | Principals & Vice-Principals – Elementary         | 71.00          |             | 71.00          |           |           |
| 7  | Principals & Vice-Principals – Secondary          | 32.00          |             | 32.00          |           |           |
| 9  | Teachers – Elementary                             | 1060.50        | 0.50        | 1061.00        |           |           |
| 10 | Teachers – Secondary                              | 605.00         | 1.00        | 609.66         |           |           |
| 11 | Psycho-Educational Consultants                    | 8.00           |             | 8.00           |           |           |
| 12 | Speech Pathologists                               | 6.50           |             | 6.50           |           |           |
| 13 | Social Workers                                    | 7.50           |             | 7.50           |           |           |
| 14 | Child and Youth Workers                           | 11.00          | 1.00        | 12.00          |           |           |
| 15 | Attendance Counsellors                            | 7.00           |             | 7.00           |           |           |
| 16 | Behaviour Counsellors                             | 7.00           |             | 7.00           |           |           |
| 17 | Communicative Disorders Assistants                | 7.00           |             | 7.00           |           |           |
| 18 | Educational Assistants                            | 303.00         |             | 303.00         |           |           |
| 19 | Educational Assistants - Native                   | 11.00          |             | 11.00          |           |           |
| 20 | Other EA Funding                                  | 23.00          |             | 23.00          |           |           |
| 21 | Library Technicians                               | 11.00          |             | 11.37          |           |           |
| 22 | Clerical, Secretarial, Business Admin & Non-Union | 223.38         |             | 222.54         |           |           |
| 23 | Early Childhood Educators                         | 110.00         | 4.00        | 114.00         |           |           |
| 24 | Plant Operations & Maintenance                    | 208.63         |             | 207.28         |           |           |
| 25 | Food Services                                     | 5.00           |             | 5.00           |           |           |
| 26 | Transportation                                    | 6.00           |             | 6.00           |           |           |
| 27 | Noon-Period Supervisors                           | 31.64          |             | 38.15          |           |           |
| 28 | Parent Family Literacy Centre Staff               | 3.60           |             | 3.60           |           |           |
|    | <b>TOTAL</b>                                      | <b>2791.25</b> | <b>6.50</b> | <b>2806.10</b> |           |           |

|                          |  |  |            |  |  |
|--------------------------|--|--|------------|--|--|
| Resignations/Retirements |  |  | S. Berry   |  |  |
|                          |  |  | A. Dawson  |  |  |
|                          |  |  | B. Roussel |  |  |
|                          |  |  | S. McAfee  |  |  |
|                          |  |  | J. Bint    |  |  |
|                          |  |  | J. Black   |  |  |
|                          |  |  |            |  |  |
|                          |  |  |            |  |  |
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|                          |  |  |            |  |  |

|  |  |  |        |  |  |
|--|--|--|--------|--|--|
| Elementary Occasional - Qualified          |  |  | 412.00 |  |  |
| Elementary Occasional - Unqualified        |  |  | 0.00   |  |  |
| Secondary Occasional - Qualified           |  |  | 282.00 |  |  |
| Secondary Occasional - Unqualified         |  |  | 1.00   |  |  |
| Clerical/Technical - Casual                |  |  | 56.00  |  |  |
| Educational Assistants - Casual            |  |  | 130.00 |  |  |
| Casual Caretakers                          |  |  | 44.00  |  |  |
| Casual Early Childhood Educators           |  |  | 59.00  |  |  |
| Casual Parent Family Literacy Centre Staff |  |  | 14.00  |  |  |



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Jamie Gunn, Superintendent of Business  
RE: **Enrolment Update Report**  
DATE: November 28, 2016

---

|   |
|---|
| <b>Recommended Action:</b> It was moved by _____ Seconded by _____<br>THAT the Grand Erie District School Board receive the Enrolment Update Report as information. |
|---|

**Rationale/Background:**

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

**Additional Information:**

Details of the original enrolment projections, actual enrolment reported and enrolment history are set out on the attached report.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business

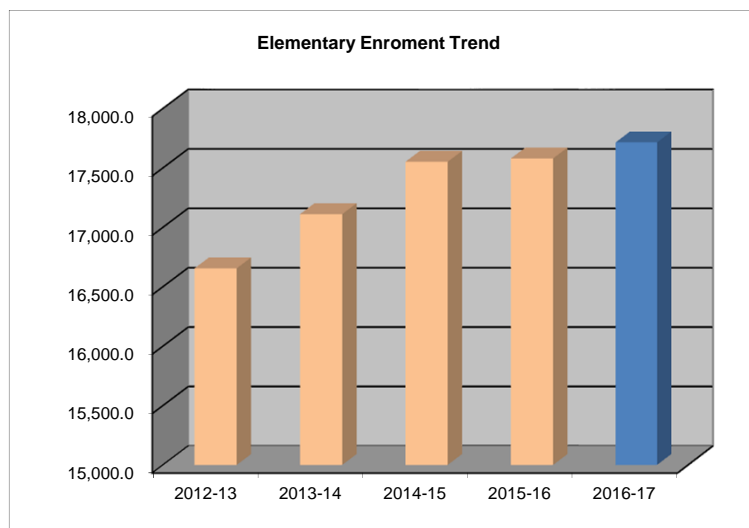
## Grand Erie District School Board

### 2016-17 Enrolment Update

#### Elementary

|                              | 2016-17 Enrolment |                 |
|------------------------------|-------------------|-----------------|
|                              | Projected         | Actual *        |
| Half Day JK/SK               |                   |                 |
| Full Day JK/SK               | 3,229.0           | 3,404.0         |
| Grade 1-3                    | 5,354.0           | 5,370.0         |
| Grade 4-8                    | 8,672.0           | 8,628.0         |
| Special Education (Ungraded) | 264.0             | 312.0           |
| Total                        | 17,519.0          | 17,714.0        |
| Adj ADE re JK & SK           |                   |                 |
| <b>ADE for Grant</b>         | <b>17,519.0</b>   | <b>17,714.0</b> |

| Enrolment History (Actual) |          |          |          |
|----------------------------|----------|----------|----------|
| 2012-13                    | 2013-14  | 2014-15  | 2015-16  |
| 1,811.0                    | 919.0    | -        | -        |
| 1,537.0                    | 2,517.0  | 3,373.0  | 3,393.5  |
| 5,102.0                    | 5,160.0  | 5,257.0  | 5,262.0  |
| 8,804.0                    | 8,677.0  | 8,623.0  | 8,603.0  |
| 306.0                      | 297.0    | 298.0    | 321.0    |
| 17,560.0                   | 17,570.0 | 17,551.0 | 17,579.5 |
| (905.5)                    | (459.5)  | -        | -        |
| 16,654.5                   | 17,110.5 | 17,551.0 | 17,579.5 |



\* Actual Enrolments represent counts reported by Schools October 31, 2016



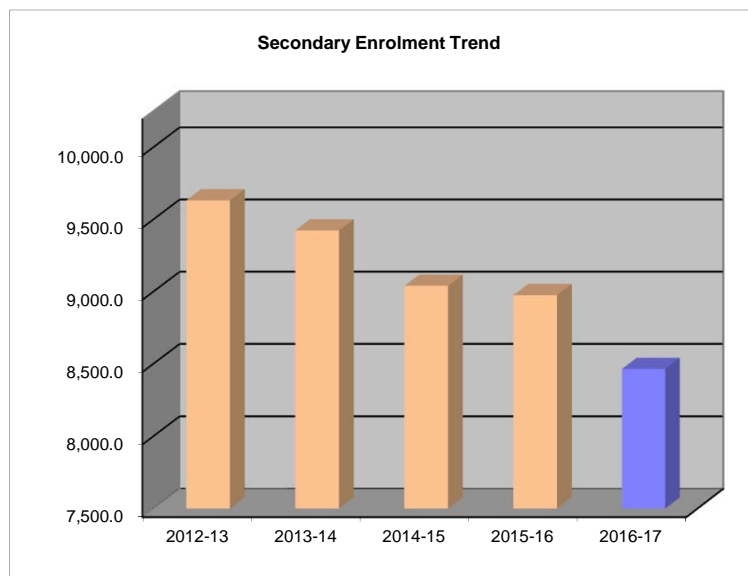
## Grand Erie District School Board

### 2016-17 Enrolment Update

### Secondary

|  | 2016-17 Enrolment              |           |             |                                |           |             |
|--|--------------------------------|-----------|-------------|--------------------------------|-----------|-------------|
|  | Original Projection for Budget |           |             | Revised with Reported Actuals* |           |             |
|  | 31-Oct-16                      | 31-Mar-17 | 2016-17 ADE | 31-Oct-16                      | 31-Mar-17 | 2016-17 ADE |
| Pupils of the Board - Regular                      | 8,029.6                        | 7,705.6   | 7,867.6     | 8,041.0                        | 7,676.6   | 7,858.8     |
| Pupils of the Board - High Credit                  | 73.2                           | 70.1      | 71.7        | 27.4                           | 66.2      | 46.8        |
| Tuition Agreement Pupils                           | 533.1                          | 511.2     | 522.1       | 569.0                          | 545.6     | 557.3       |
| <b>Total Secondary ADE for Grant &amp; Tuition</b> |                                |           | 8,461.4     |                                |           | 8,462.9     |

| Enrolment History (Actual) |         |         |         |
|----------------------------|---------|---------|---------|
| 2012-13                    | 2013-14 | 2014-15 | 2015-16 |
|                            |         | 8,388.9 | 8,337.1 |
|                            |         | 71.3    | 64.4    |
|                            |         | 578.3   | 573.0   |
| 9,630.8                    | 9,422.5 | 9,038.5 | 8,974.5 |



\* Actual Enrolments represent counts reported by Schools October 31, 2016



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Jamie Gunn, Superintendent of Business & Treasurer  
RE: **Preliminary 2015-16 Year End Report**  
DATE: November 28, 2016

---

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Preliminary 2015-16 Year End Report as information.

### Background:

Consistent with Board Policy F2 the Preliminary Year End Report for the twelve months ended August 31, 2016 is attached.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer

Grand Erie District School Board  
2015-16 Interim Financial Report  
For the year ended August 31, 2016

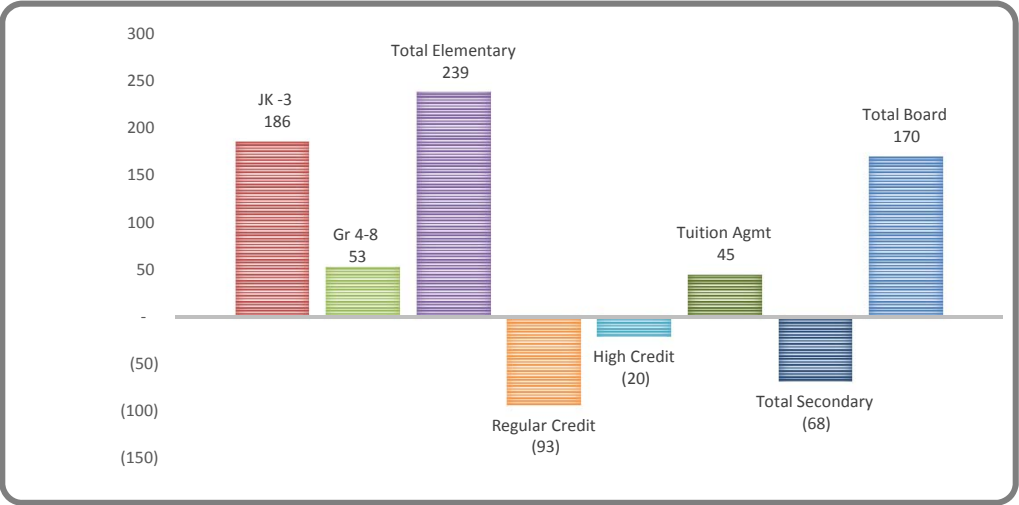
| Summary of Financial Results                  |                       |                      |         |                       |        |
|---|-----------------------|----------------------|---------|-----------------------|--------|
| (\$Thousands)                                 | Estimates<br>(Budget) | Revised<br>Estimates | Actual  | Variance from Rev Est |        |
|   |                       |                      |         |                       |        |
|   |                       |                      |         | \$                    | %      |
| Revenue                                       |                       |                      |         |                       |        |
| Provincial Grants                             | 287,047               | 285,246              | 281,447 | (3,799)               | -1.3%  |
| Other   | 12,561                | 13,116               | 15,289  | 2,173                 | 16.6%  |
| Total Revenue                                 | 299,608               | 298,362              | 296,736 | (1,626)               | -0.5%  |
| Expenditures                                  |                       |                      |         |                       |        |
| (Instruction                                  | 238,059               | 235,896              | 241,901 | 6,005                 | 2.5%   |
| (Administration                               | 6,916                 | 7,016                | 7,518   | 502                   | 7.2%   |
| (Transportation                               | 11,058                | 11,058               | 11,140  | 82                    | 0.7%   |
| Pupil Accommodation                           | 29,732                | 29,742               | 27,466  | (2,276)               | -7.7%  |
| Other   | 12,062                | 12,116               | 8,464   | (3,652)               | -30.1% |
| Total Expenditures                            | 297,827               | 295,828              | 296,488 | 660                   | 0.2%   |
| In-Year Surplus (Deficit)                     | 1,781                 | 2,534                | 248     | (2,286)               | -      |
| Prior Year Accumulated Surplus for compliance | 843                   | 843                  | 614     | (229)                 | -27.1% |
| Accumulated Surplus (Deficit) for compliance  | 2,624                 | 3,377                | 862     | (2,515)               | -74.5% |

| Summary of Enrolment |        |          |                |        |
|----------------------|--------|----------|----------------|--------|
| ADE                  | Budget | Forecast | In-Year Change |        |
|                      |        |          | #              | %      |
| Elementary           |        |          |                |        |
| JK -3                | 8,553  | 8,739    | 186            | 2.2%   |
| Gr 4-8               | 8,788  | 8,841    | 53             | 0.6%   |
| Total Elementary     | 17,341 | 17,580   | 239            | 1.4%   |
| Secondary <21        |        |          |                |        |
| Regular Credit       | 8,224  | 8,131    | (93)           | -1.1%  |
| High Credit          | 94     | 74       | (20)           | -21.6% |
| Tuition Agmt & Visa  | 515    | 561      | 45             | 8.8%   |
| Total Secondary      | 8,834  | 8,765    | (68)           | -0.8%  |
| Total Board          | 26,175 | 26,345   | 170            | 0.7%   |

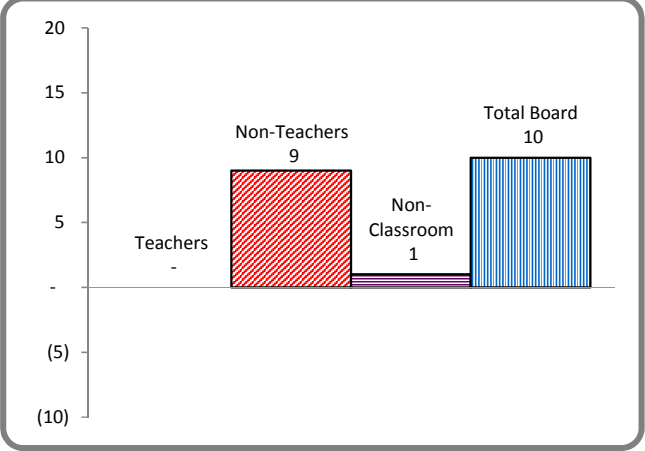
| Summary of Staffing |        |        |                |      |
|---------------------|--------|--------|----------------|------|
| FTE                 | Budget | Actual | In-Year Change |      |
|                     |        |        | #              | %    |
| Classroom           |        |        |                |      |
| Teachers            | 1,623  | 1,623  | -              | 0.0% |
| Non-Teachers        | 559    | 568    | 9              | 1.6% |
| Total Classroom     | 2,182  | 2,191  | 9              | 0.4% |
| Non-Classroom       | 605    | 606    | 1              | 0.2% |
| Total               | 2,787  | 2,797  | 10             | 0.4% |

Note: Actual as of count date of Mar 31, 2016

Changes in Enrolment: Budget v. Forecast



Changes in Staffing: Budget v. Forecast



**Grand Erie District School Board**  
**Interim Financial Report - Revenue Summary**  
**For the year ended August 31, 2016**  
**(\$ thousands)**

(\$ thousands)

| Budget Assessment                   |                      |         |                           |                          |                              |
|-------------------------------------|----------------------|---------|---------------------------|--------------------------|------------------------------|
|                                     | a                    | b       | c                         | d = c - b                | e = d/b                      |
| 2015-16                             |                      |         |                           |                          | Material<br>Variance<br>Note |
| Estimates                           | Revised<br>Estimates | Actual  | Change                    |                          |                              |
|                                     |                      |         | \$ Increase<br>(Decrease) | % Increase<br>(Decrease) |                              |
| Grant Revenues                      |                      |         |                           |                          |                              |
| Pupil Foundation                    | 136,423              | 137,294 | 137,236                   | (58)                     | (0.0%)                       |
| School Foundation                   | 19,471               | 19,557  | 19,547                    | (10)                     | (0.1%)                       |
| Special Education                   | 35,582               | 35,785  | 35,926                    | 141                      | 0.4%                         |
| Language                            | 3,616                | 3,681   | 3,621                     | (60)                     | (1.6%)                       |
| Outlying, Remote and Rural          | 215                  | 216     | 216                       | (0)                      | (0.1%)                       |
| Learning Opportunities              | 4,100                | 4,095   | 4,120                     | 25                       | 0.6%                         |
| Continuing and Adult Education      | 1,775                | 1,677   | 1,253                     | (424)                    | (25.3%)                      |
| Teacher Q&E                         | 21,800               | 18,506  | 24,113                    | 5,607                    | 30.3%                        |
| ECE Q&E                             | 1,467                | 1,490   | 1,599                     | 109                      | 7.3%                         |
| New Teacher Induction program       | 214                  | 214     | 214                       | 0                        | 0.0%                         |
| Restraint Savings                   | (80)                 | (80)    | (80)                      | 0                        | (0.6%)                       |
| Transportation                      | 13,458               | 13,419  | 13,326                    | (93)                     | (0.7%)                       |
| Admin and Governance                | 7,090                | 7,122   | 7,269                     | 147                      | 2.1%                         |
| School Operations & Community Use   | 27,352               | 27,423  | 27,363                    | (60)                     | (0.2%)                       |
| Declining Enrolment                 | 1,143                | 1,413   | 462                       | (951)                    | (67.3%)                      |
| First Nation, Metis and Inuit       | 527                  | 528     | 602                       | 74                       | 14.1%                        |
| Safe Schools Supplement             | 481                  | 483     | 482                       | (1)                      | (0.1%)                       |
| Permanent Financing - NPF           | 262                  | 262     | 262                       | 0                        | 0.1%                         |
| Other                               |                      |         |                           | -                        | 0.0%                         |
| Total Operating Grants              | 274,896              | 273,085 | 277,533                   | (877)                    | (0.3%)                       |
| Grants for Capital Purposes         |                      |         |                           |                          |                              |
| School Renewal                      | 5,302                | 5,312   | 2,222                     | (3,090)                  | (58.2%)                      |
| School Condition Improvement        | 6,849                | 6,849   |                           | (6,849)                  | (100.0%)                     |
| Other Capital adj                   |                      |         | (2,185)                   |                          |                              |
| Debt Funding for Capital (Interest) |                      |         | 3,877                     | 3,877                    | 0.0%                         |
| Total Capital Purposes Grants       | 12,151               | 12,161  | 3,914                     | (6,062)                  | (49.8%)                      |
| TOTAL ALLOCATIONS                   | 287,047              | 285,246 | 281,447                   | (6,939)                  | (2.4%)                       |
| Other Revenues                      |                      |         |                           |                          |                              |
| EPO and Other Gov of Ontario        | 4,167                | 4,148   | 5,693                     | 1,545                    | 37.3%                        |
| Other Boards                        | 273                  | 273     | 232                       | (41)                     | (15.2%)                      |
| Tuition Fees & Other Gov of Canada  | 7,139                | 7,713   | 7,906                     | 193                      | 2.5%                         |
| Community Use & Rentals             | 455                  | 455     | 573                       | 118                      | 25.8%                        |
| Miscellaneous Revenues              | 527                  | 527     | 886                       | 359                      | 68.1%                        |
| Non Grant Revenue                   | 12,561               | 13,116  | 15,289                    | 2,173                    | 16.6%                        |
| TOTAL REVENUES (Schedule 9)         | 299,608              | 298,362 | 296,736                   | (4,766)                  | (1.6%)                       |

EXPLANATIONS OF MATERIAL GRANT VARIANCES

**Grand Erie District School Board**  
**Interim Financial Report - Expenditure Summary**  
**For the year ended August 31, 2016**  
**(\$ thousands)**

| Budget Assessment                    |                |                   |                |                        |                       |
|--------------------------------------|----------------|-------------------|----------------|------------------------|-----------------------|
|                                      | a              | b                 | c              | d = c - b              | e = d/b               |
| 2015-16                              |                |                   |                |                        |                       |
|                                      | Estimates      | Revised Estimates | Actual         | Change                 |                       |
|                                      |                |                   |                | \$ Increase (Decrease) | % Increase (Decrease) |
| <b>OPERATING</b>                     |                |                   |                |                        |                       |
| <b>Classroom Instruction</b>         |                |                   |                |                        |                       |
| Teachers                             | 161,194        | 158,532           | 162,866        | 4,334                  | 2.7%                  |
| Supply Teachers                      | 5,348          | 5,348             | 5,361          | 13                     | 0.3%                  |
| Teacher Assistants and ECEs          | 23,052         | 23,551            | 23,676         | 125                    | 0.5%                  |
| Classroom Computers                  | 2,249          | 2,361             | 2,416          | 55                     | 2.3%                  |
| Textbooks and Supplies               | 6,706          | 6,594             | 6,281          | (313)                  | (4.7%)                |
| Professionals and Paraprofessionals  | 7,984          | 7,984             | 8,100          | 116                    | 1.5%                  |
| Library and Guidance                 | 5,365          | 5,365             | 5,607          | 242                    | 4.5%                  |
| Staff Development                    | 720            | 720               | 1,927          | 1,207                  | 167.7%                |
| Department Heads                     | 460            | 460               | 460            | -                      | 0.0%                  |
| Principal and Vice-Principals        | 13,257         | 13,257            | 12,980         | (277)                  | (2.1%)                |
| School Office                        | 6,783          | 6,783             | 6,996          | 213                    | 3.1%                  |
| Co-ordinators and Consultants        | 3,279          | 3,279             | 3,668          | 389                    | 11.9%                 |
| Continuing Education                 | 1,662          | 1,662             | 1,561          | (101)                  | (6.1%)                |
| <b>Total Instruction</b>             | <b>238,059</b> | <b>235,896</b>    | <b>241,901</b> | <b>6,005</b>           | <b>2.5%</b>           |
| <b>Administration</b>                |                |                   |                |                        |                       |
| Trustees                             | 209            | 209               | 202            | (7)                    | (3.2%)                |
| Director/Supervisory Officers        | 1,554          | 1,554             | 1,547          | (7)                    | (0.5%)                |
| Board Administration                 | 5,153          | 5,253             | 5,769          | 516                    | 9.8%                  |
| <b>Total Administration</b>          | <b>6,916</b>   | <b>7,016</b>      | <b>7,518</b>   | <b>502</b>             | <b>7.2%</b>           |
| <b>Transportation</b>                | <b>11,058</b>  | <b>11,058</b>     | <b>11,140</b>  | <b>82</b>              | <b>0.7%</b>           |
| <b>Pupil Accomodation</b>            |                |                   |                |                        |                       |
| School Operations and Maintenance    | 24,430         | 24,430            | 24,335         | (95)                   | (0.4%)                |
| School Renewal                       | 5,302          | 5,312             | 3,130          | (2,182)                | (41.1%)               |
| <b>Total Pupil Accomodation</b>      | <b>29,732</b>  | <b>29,742</b>     | <b>27,466</b>  | <b>(2,276)</b>         | <b>(7.7%)</b>         |
| <b>Other</b>                         |                |                   |                |                        |                       |
| Contingency & Non-Operating          | 3,515          | 3,515             | 2,672          | (843)                  | (24.0%)               |
| Capital Expenditures and Debt        | 6,849          | 6,849             | 4,297          | (2,552)                | (37.3%)               |
| Net Ammortization / Deferred Capital | 1,698          | 1,752             | 1,495          | (257)                  | (14.7%)               |
| Other                                |                |                   |                | -                      | 0.0%                  |
| <b>Total Other Expenditures</b>      | <b>12,062</b>  | <b>12,116</b>     | <b>8,464</b>   | <b>(3,652)</b>         | <b>(30.1%)</b>        |
| <b>TOTAL EXPENDITURES</b>            | <b>297,827</b> | <b>295,828</b>    | <b>296,488</b> | <b>660</b>             | <b>0.2%</b>           |

Material  
Variance  
Note

EXPLANATIONS OF MATERIAL BUDGET VARIANCES



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Dave Abbey, Superintendent of Education

RE: **Technology Infrastructure Review**

DATE: November 28, 2016

**Recommended Action:** Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the report "Technology Infrastructure Review" as information and refer the report to the December 12<sup>th</sup> board meeting for consideration of approval.

### Background:

The purpose of this report is to highlight the current state of the IT infrastructure at Grand Erie District School Board presenting the risks and limitations with the current technology and then providing recommendations for next steps.

The Grand Erie District School Board operates a Data Center providing computer servers and storage to enable the applications and services that our school board requires to operate. Grand Erie District School Board's Data Center is located in a secure room at the Teacher Resource Center (TRC).

The computer equipment in the Data Center has an operational life of 5 years. The computer servers and storage in the Data Center should be replaced as the existing technology becomes end-of-life and unsupported. In addition to the Data Center, the school board uses a communications network to connect each of our schools to the TRC and the internet.

Historically, the acquisition of server, storage and network technology at Grand Erie has been acquired without any strategic planning or budgeting. This current practice is not sustainable and is exposing the board to business risk. At the next Audit committee meeting the PWC auditors will be presenting their assessment of IT Services and this business risk will be brought forward.

Grand Erie has used the IBM report authored on April 7, 2010 as a guide for Educational Technology device deployment. The same IBM report recommends the school board develop a Disaster Recovery (DR) Plan, and a board-funded multi-year plan to acquire servers, storage and the network devices. The deployment and rollout of Educational Technology devices has been aggressively operationalized, while little or nothing has been done to create a sustainable plan to fund or deploy infrastructure technology.

One of the technology goals of Grand Erie's new Multi-Year plan is to;

***"Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments"***

If we are serious about meeting this goal, IT funding for technology and staffing needs to be reviewed and a sustainable plan needs to be created to ensure we can live up to this published goal.

**Information:** Regular Board Meeting November 28 2016 Page 90 of 163

**1) Status of areas and need;****a) *Main Data Center:***

The equipment currently in the Grand Erie Data Center is end-of-life (older than 5 years) and not covered by manufacturer's warranty. During the last budget process, we did identify the need to refresh the equipment in the Data Center and as a result, a new IT budget line was created with a budget amount \$150,000 allocated to each budget cycle that can be rolled over into the next budget year. This is a good start but it is not enough to purchase new equipment that is required today.

Besides the business risk that exists with having end-of-life equipment in the Data Center, the existing equipment also limits the board in providing services for important applications.

**b) *PowerSchool:***

PowerSchool is the main application of the school board. Currently this application is hosted in the 'Cloud' and not at the TRC Data Center. Having the PowerSchool system operating at a remote data center ("the Cloud") costs the school board \$80,000 per year in hosting fees. The performance of the hosted PowerSchool application is good, however, since the PowerSchool application is hosted, it limits the IT department's access to the Student/Staff data in PowerSchool.

Examples of these limitations include;

- i) We cannot integrate PowerSchool with other systems. For example, we should be able to push staff demographic data daily from our HR system (IPPS) into PowerSchool to reduce the need for school staff to manually maintain this staff demographic data. We should also be able to integrate our Special Education system data (E-lite) with PowerSchool to allow any Spec Ed data to flow into the corresponding Spec Ed Fields of PowerSchool, thus removing the current manual process of double entry and the errors and delays this manual process results in. Once this system integration is in place the time demand on the school clerical staff will decrease and the data will be cleaner resulting in expedited OnSIS reporting cycles.
- ii) We are now limited to requesting only 2 copies of the PowerSchool database per school year. We would like the flexibility to make as many copies of the production system as required for OnSIS count dates to review enrolment numbers on those dates or during the summer prior to the transfer of students into summer school.
- iii) A PowerSchool system hosted at the TRC would allow the IT team to create richer student reports and allow easier access to extract data for research and ad-hoc queries.

Having the PowerSchool application hosted at the Data Center would require the IT Department to consider hiring a skilled Data Base Administrator or DBA. DBA's are responsible to create and maintain all Databases (this is where all the data is stored for the various applications). The DBA is also responsible for backing up the system's and ensuring the systems can be restored in a timely manner. Since the DBA is the one person that understands how the data is stored for each application they are the key staff that are asked to provide data extracts for enrolment or research requests of data. DBA's are also

tasked to create the processes allowing one application (i.e. Spec Ed) to pass data to another application (i.e. PowerSchool).

c) *PD Place*

This is another application that has caused some frustration to our staff as they attempt to complete the mandated Health & Safety Training. The system is running on old hardware. There are a number of areas we are working on to improve the performance of PD Place but the heart of the issue is this system is running on a 7-year-old server that needs to be replaced.

The PD Place servers need to be re-configured to handle spikes in user traffic much like a board website or transportation site needs to handle spikes in traffic on a snow day as parents access these websites to get information about school closures. Applications like PD Place during times of demand need to have multiple computer servers running to meet the demand spikes. A device called a 'Load Balancer' is a computer that monitors for spikes in demand on servers and can automatically spawn additional servers during peak demand periods. A Load Balancer should be part of any future PD Place server configuration.

d) *Board Website, Staff Portal, School Websites*

The Board Website, Staff Portal and School Websites are currently running on the unsupported equipment in our Data Center. Our Communications department and school staff have limited access to update files on the board and school websites. We are paying our current Website vendor \$75,000 per year to keep these applications supported and make requested changes and updates to the websites.

Grand Erie is currently working on a RFP to replace the existing Board Website, Staff Portal and School Websites. The plan includes finding a vendor to build these websites to our specifications and once completed these websites will be hosted in the Grand Erie Data Center. We would like to have new servers covered with a warranty to support these new Websites.

In addition to the request for new technology to support the website, we would like to review the possibility of hiring a skilled Programmer/Web developer to maintain these Web sites once handed over to Grand Erie Staff to maintain, allowing Grand Erie to become self-sufficient and not requiring the payment of \$75,000 per year to the vendor.

e) *Network Upgrades*  
*Firewall*

The Firewall is a device that is part of our network that is designed to block or grant network access between an untrusted network (the internet) and a trusted network (Grand Erie network). Firewalls are rated by the amount of traffic the device can monitor and the types of features supported by the Firewall model. Our current firewall is reaching capacity and will start to fail as more and more of our schools come on-line with the new Bell high speed Fibre connections increasing the traffic through the Firewall.

Many of our students and staff are using a VPN (virtual private network) connection from their smartphones or computers to access internet sites. The current firewall can't monitor what sites our users are accessing when these users connect to the internet using a VPN



connection. This is problematic as many internet sites should not be accessed in a school environment.

Besides acting as a security device, the Firewall can also be used to shape network traffic. At Grand Erie we have a BYOD network and a PRIV Network. Shaping the traffic on a network means to create rules to give one network priority over another network. Shaping traffic will allow applications like PowerSchool and PD Place (that use the PRIV network) to operate normally without delays.

As part of the Firewall investigation, I contacted a leading Firewall vendor to install their Firewall equipment into our network to monitor the performance of our existing Firewall, monitoring what virus's and malware are currently making it past our Firewall and then to provide us with a report on all of the items our existing Firewall is letting into our network. (Appendix A – Firewall Report) contains a summary of this report. A new Firewall will help prevent any Distributed Denial of Services attacks (DDoS) like that which happened to the EQAO website.

The report confirmed the presence of viruses and malware in our network. The presence of which puts our network and computers at risk for corruption and unexpected performance problems.

#### ***Access Points and Network Switches***

During the past few months the IT Department has replaced all the Access Points (AP's) in our secondary school sites and offices as well as many of the switches at these sites. We would like to continue this deployment of AP's to all of the Elementary Schools allowing Educational Technology devices to connect to required resources and provide complete Wi-Fi coverage in the schools.

The new AP's allow a guest network to be created and offer faster and more seamless connectivity for school end point devices. These new access points can also be monitored and maintained from one central site, resulting in less traveling for network technicians to school sites to resolve any reported issues.

#### **f) *Backup and Restore Upgrades***

We would like to upgrade the technology that is currently used to backup and restore systems. The IT Department is currently using 3 different backup products acquired over time to provide backup capacity. We are not backing up some information that should be backed up (i.e. e-mails). We can't provide value added services like legal holds on documents or archiving processes.

New Backup and Restore servers would allow us to discontinue use of the 3 existing products and allow all backup and restore activities to be controlled by a single application. The new software would allow Grand Erie to place legal holds on documents as a result of a court case or legal investigation. The new software will also support provincial archiving mandates to ensure documents are held and can be accessed for legislated time periods.

**g) *Disaster Recovery or Business Continuity Plan:***

The school board does not have a Disaster Recovery (DR) plan or any DR capability. Any fire or flood at the TRC that effects the main data center would have major impact to board operations.

There are different models to build Disaster Recovery capacity, many school boards operate a Disaster Recovery site at a Secondary School that is part of their School District. Other school boards rent space from a municipal partner or private company. Each model has its own pros and cons. If the decision is to host the DR site internally, Simcoe Composite School is the IT Departments preferred site to host the Grand Erie Disaster Recovery site.

**2) Options to acquire new technology**

The traditional method for a school board to acquire Data Center equipment is to purchase the equipment outright and then set aside 20% of the total spend in a budget line that can roll-over each year to allow for the replacement of the equipment after 5 years. As well as the capitalized method outlined above many school boards have turned to leasing equipment and operationalizing the cost of the equipment to be paid out over the 5-year life span of the technology.

**3) Estimated Replacement Prices of Technology**

The IT department has discussed different technologies with a number of vendors over the last 6 months and has a good idea what is required for the replacement equipment. Grand Erie can acquire the equipment going through an open RFP process or working with the Provincial vendor of record for this technology. The prices below are prices provided by the company Compugen that is the Provincial Vendor of Record for this equipment.

The Purchase Cost listed below in Table A is a total 5 year cost and it includes a 5-year warranty on devices and annual licensing required over the 5-year period. The lease prices provided are over a 60-month period.

| Technology Area  | Purchase Cost         | Monthly Lease Cost |
|--|-----------------------|--------------------|
| Main Data Center<br>-Servers, Switches, Backup Hardware<br>- Storage<br>- Load Balancers<br>- Backup Software<br>- Training<br>- Professional Services | \$950,000             | \$17,450           |
| Firewall – Hardware<br>Licensing   | \$75,000<br>\$225,000 |                    |
| Access Points/Switches for Elementary Schools  | \$600,000             |                    |
| Disaster Recovery Site<br>-Servers, Switches, Backup Hardware<br>-Storage<br>-Professional Services  | \$450,000             | \$7,370            |

## (Table A – Technology Replacement Cost Estimates)

Using these estimates \$950,000(Main Data Center) + \$450,000(DR Site) + \$300,000 (Firewalls) = \$1,700,000. The 5 year estimated cost is \$1,700,000 dollars. To be sustainable this equipment should be replaced every 5 years.

Access Points and network switches should be on a 5 to 7-year replacement cycle with a current replacement cost of approximately \$1,200,000 dollars. (\$600,000(Elementary AP's/Switches) + \$600,000(Secondary AP's/Switches)

Financing details on how this technology can be acquired can be found in Appendix 'B'.

#### 4) Implementation Timeline

Once approval is given IT will work with Purchasing to acquire the technology from existing Provincial Vendor of Record agreements to expedite the acquisition process. Integration of new technology for the Data Center, Firewall and Access Points will start as soon as the hardware arrives.

Expected implementation timeline for the Firewall will be 2-4 weeks, Data Center 1-2 months and Access Points 6 months.

#### Recommendations:

Based on the items presented in this report, the board needs to create a long term sustainable plan for IT infrastructure at Grand Erie and the following steps are recommended;

- 1) Allocate funds to IT to acquire new infrastructure technology in the short-term for year 1. (Data Center, Firewall, Access Points) as per Appendix 'B'.
- 2) Consider changes to the annual IT budget to allow for the replacement of technology of Data Center and Network devices as per Appendix 'B' (will be subject to approval in 2017 18 and future budget years).
- 3) Consider staffing requirements to support the On-site PowerSchool Student Information System and new board and school Websites (will be subject to approval in 2017 18 Budget year).
- 4) Allow the current Business Continuity/Disaster Recovery Planning to continue prior to making any purchase of Disaster Recovery technology. The recommendations coming from this committee should confirm the need and scope of the Business Continuity/Disaster Recovery technology.

Respectfully submitted,

Dave Abbey  
Superintendent of Education

## Appendix A – Firewall Report.

## EXECUTIVE SUMMARY

### FOR Grand Erie District School Board

**Key Findings:**

- **493** total applications are in use, presenting potential business and security challenges. As critical functions move outside of an organization's control, employees use non-work-related applications, or cyberattackers use them to deliver threats and steal data.
- **113** high-risk applications were observed, including those that can introduce or hide malicious activity, transfer files outside the network, or establish unauthorized communication.
- **2,540,890** total threats were found on your network, including vulnerability exploits, known and unknown malware, and outbound command and control activity.

The Security Lifecycle Review summarizes the business and security risks facing **Grand Erie District School Board**. The data used for this analysis was gathered by Palo Alto Networks during the report time period. The report provides actionable intelligence around the applications, URL traffic, types of content, and threats traversing the network, including recommendations that can be employed to reduce the organization's overall risk exposure.

**493**APPLICATIONS  
IN USE**113**HIGH RISK  
APPLICATIONS**2,540,890**

TOTAL THREATS

**2,540,764**VULNERABILITY  
EXPLOITS**97**

KNOWN MALWARE

**29**UNKNOWN  
MALWARE

---

**Report Period: 7 Days**

Start: Thu, May 12, 2016

End: Thu, May 19, 2016

## Applications that Introduce Risk

The top applications (sorted by bandwidth consumed) for application subcategories that introduce risk are displayed below, including industry benchmarks on the number of variants across other **Lower Education** organizations. This data can be used to more effectively prioritize your application enablement efforts.

RISK LEVEL

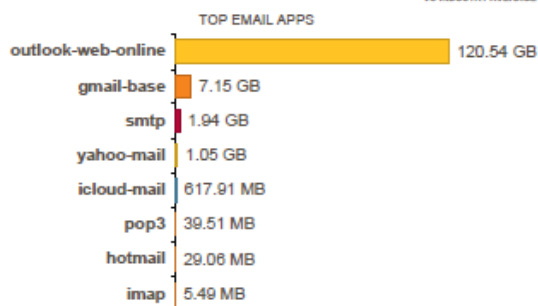


### Key Findings:

- A total of **493** applications were seen in your organization, compared to an industry average of **360** in other **Lower Education** organizations.
- The most common types of application subcategories are **photo-video**, **internet-utility** and **social-networking**.
- The application subcategories consuming the most bandwidth are **internet-utility**, **photo-video** and **encrypted-tunnel**.

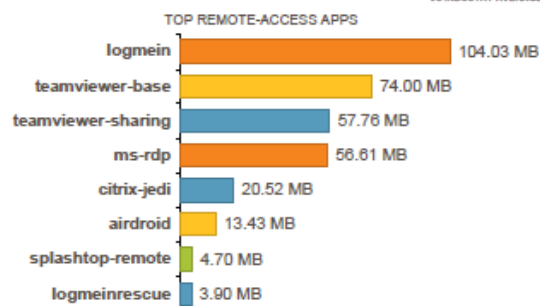
#### Email - 131.36GB

16 14  
APPLICATION VARIANTS  
VS INDUSTRY AVERAGE



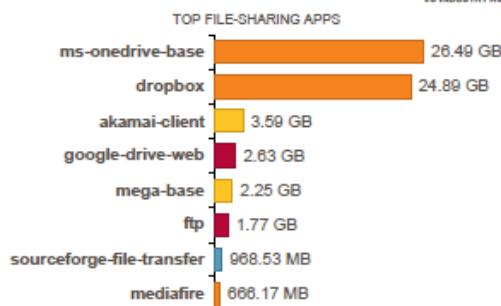
#### Remote-Access - 337.6MB

11 8  
APPLICATION VARIANTS  
VS INDUSTRY AVERAGE



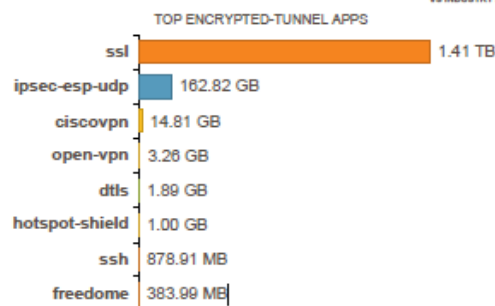
#### File-Sharing - 64.6GB

38 27  
APPLICATION VARIANTS  
VS INDUSTRY AVERAGE



#### Encrypted-Tunnel - 1.59TB

16 10  
APPLICATION VARIANTS  
VS INDUSTRY AVERAGE



## URL Activity

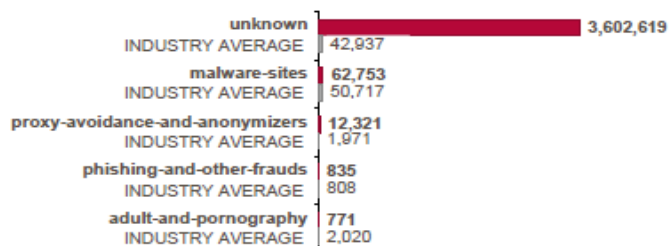
Uncontrolled Web surfing exposes organizations to security and business risks, including exposure to potential threat propagation, data loss, or compliance violations. The most common URL categories visited by users on the network are shown below.

### Key Findings:

- High-risk URL categories were observed on the network, including **business-and-economy**, **social-networking** and **computer-and-internet-info**.
- Users visited a total of **37,851,587** URLs during the report time period across **76** categories.
- There was a variety of personal and work-related Web activity present, including visits to potentially risky websites.

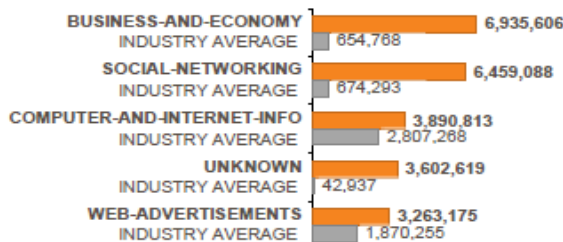
### High-Risk URL Categories

The Web is a primary infection vector for attackers, with high-risk URL categories posing an outsized risk to the organization. Solutions should allow for fast blocking of undesired or malicious sites, as well as support quick categorization and investigation of unknowns.



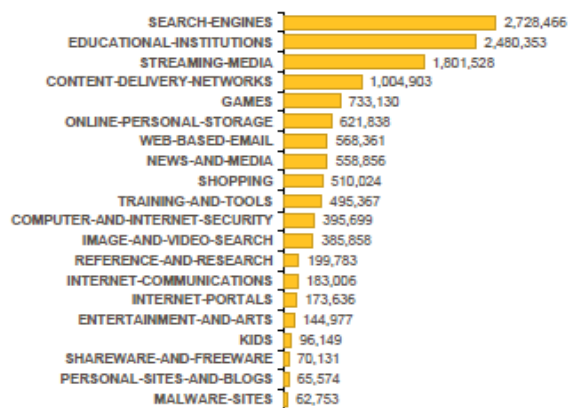
### High-Traffic URL Categories

The top 5 commonly visited URL categories, along with industry benchmarks across your peer group, are shown below.



### Commonly Used URL Categories

The top 20 most commonly visited URL categories are shown below.

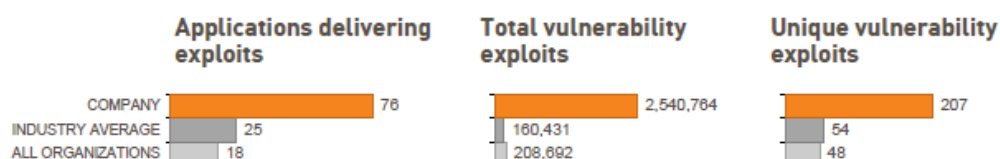


## Application Vulnerabilities

Application vulnerabilities allow attackers to exploit vulnerable, often unpatched, applications to infect systems, which often represent one of the first steps in a breach. This page details the top five application vulnerabilities attackers attempted to exploit within your organization, allowing you to determine which applications represent the largest attack surface.

### Key Findings:

- **76** total applications were observed delivering exploits to your environment.
- **2,540,764** total vulnerability exploits were observed across the following top three applications: **dns**, **sip** and **unknown-tcp**.
- **207** unique vulnerability exploits were found, meaning attackers continued to attempt to exploit the same vulnerability multiple times.



### Vulnerability Exploits per Application (top 5 applications with most detections)

| DETECTIONS     | APPLICATION & VULNERABILITY EXPLOITS                                      | SEVERITY | THREAT TYPE    | CVE ID  |
|----------------|---|----------|----------------|---|
| <b>935,402</b> | <b>dns</b>  |          |                |   |
| 105,143        | DGA NXDOMAIN response Found   | Low      | brute-force    |   |
| 829,886        | DGA NXDOMAIN response   | Info     | info-leak      |   |
| 373            | DNS ANY Request   | Info     | brute-force    |   |
| <b>513,419</b> | <b>sip</b>  |          |                |   |
| 513,206        | SIP Register Request Attempt  | Low      | brute-force    |   |
| 68             | SIP Bye Request Attempt   | Info     | brute-force    |   |
| 145            | Microsoft Communicator INVITE Flood Denial of Service Vulnerability       | Info     | brute-force    | CVE-2008-5180   |
| <b>186,574</b> | <b>web-browsing</b>   |          |                |   |
| 63             | Apache Wicket Unspecified XSS Vulnerability                               | Critical | code-execution | CVE-2012-3373   |
| 6              | Microsoft Windows HTTP.sys Remote Code Execution Vulnerability            | Critical | code-execution | CVE-2015-1635   |
| 5              | ANGLER Exploit Kit Detection  | Critical | code-execution |   |
| 590            | Microsoft IIS Escaped Characters Decoding Command Execution Vulnerability | Critical | code-execution | CVE-2001-0333   |
| 28             | HTTP Cross Site Scripting Vulnerability                                   | Critical | code-execution |   |
| 4              | ANGLER Exploit Kit Detection  | Critical | exploit-kit    |   |
| 3              | ANGLER Exploit Kit Detection  | Critical | code-execution |   |
| 2              | MAGNITUDE Exploit Kit Detection   | Critical | code-execution |   |
| 56             | WordPress Login BruteForce Attempt  | Critical | brute-force    |   |
| 2              | Bash Remote Code Execution Vulnerability                                  | Critical | code-execution | CVE-2014-6271;CVE-2014-7169;CVE-2014-6277;CVE-2014-6278 |

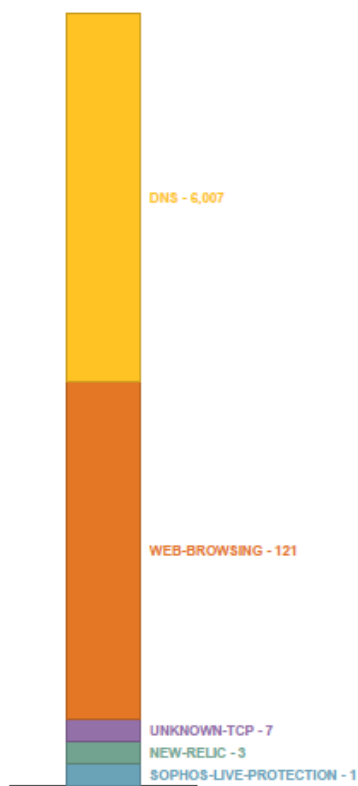
## Command and Control Analysis

Command-and-control (CnC) activity could indicate a host in the network has been infected by malware, and may be attempting to connect outside of the network to malicious actors, reconnaissance attempts from outside, or other command-and-control traffic. Understanding and preventing this activity is critical, as attackers use CnC to deliver additional malware, provide instruction, or exfiltrate data.

### Key Findings:

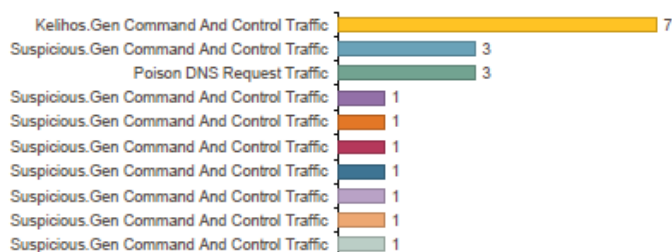
- 5 total applications were used for command-and-control communication.
- 6,139 total command-and-control requests were seen on your network.
- 6,005 total suspicious DNS queries were observed.

COMMAND AND CONTROL  
ACTIVITY BY APPLICATION



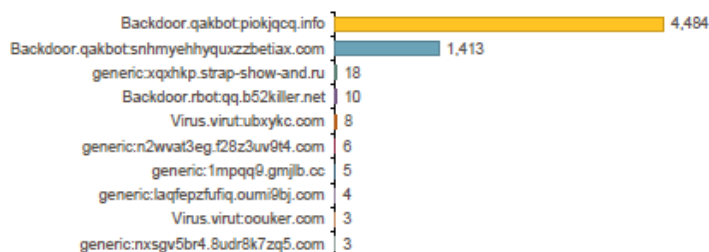
### Spyware Phone Home: 134

This image below represents compromised hosts attempting to connect external malicious CnC servers.



### Suspicious DNS Queries: 6,005

While DNS is a common and necessary application, it is also commonly used to hide outbound CnC communication, as shown in the chart below.





## Summary: Grand Erie District School Board

The analysis determined that a wide range of applications and cyber attacks were present on the network. This activity represents potential business and security risks to **Grand Erie District School Board**, but also an ideal opportunity to implement safe application enablement policies that, not only allow business to continue growing, but reduce the overall risk exposure of the organization.

**493**APPLICATIONS  
IN USE

### Highlights Include:

- High-risk applications such as **social-networking, file-sharing and email** were observed on the network, which should be investigated due to their potential for abuse.
- **493** total applications were seen on the network across **28** sub-categories, as opposed to an industry average of **360** total applications seen in other **Lower Education** organizations.
- **2,540,764** total vulnerability exploits were observed across the following top three applications: **dns, sip and unknown-tcp**.
- **126** malware events were observed, versus an industry average of **370,817** across your peer group.
- **5** total applications were used for command and control communication.

**113**HIGH RISK  
APPLICATIONS**2,540,890**

TOTAL THREATS

**2,540,764**VULNERABILITY  
EXPLOITS**97**

KNOWN MALWARE

**29**UNKNOWN  
MALWARE

### Recommendations:

- Implement safe application enablement policies, by only allowing the applications needed for business, and applying granular control to all others.
- Address high-risk applications with the potential for abuse, such as remote access, file sharing, or encrypted tunnels.
- Deploy a security solution that can detect and prevent threats, both known and unknown, to mitigate risk from attackers.
- Use a solution that can automatically re-program itself, creating new protections for emerging threats, sourced from a global community of other enterprise users.

## Appendix B – Financing Details.

|   | 2016/2017<br>Year 1 | 2017/2018<br>Year 2 | 2018/2019<br>Year 3 | 2019/2020<br>Year 4 | 2020/2021<br>Year 5 | 2021/2022<br>Year 6 | 2022/2023<br>Year 7 | 2023/2024<br>Year 8 | 2024/2025<br>Year 9 | 2025/2026<br>Year 10 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| <b>Annual Spending Requirement</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                      |
| Data Center (Lease Equipment)   | 138,120             | 207,180             | 207,180             | 207,180             | 207,180             | 207,180             | 207,180             | 207,180             | 207,180             | 207,180              |
| Firewall (Annual License)   | 29,000              | 43,500              | 43,500              | 43,500              | 43,500              | 43,500              | 43,500              | 43,500              | 43,500              | 43,500               |
| Firewall (Purchase)   | 74,500              |                     |                     |                     |                     | 74,500              |                     |                     |                     |                      |
| Access Points for Secondary   |                     |                     |                     |                     |                     |                     | 600,000             |                     |                     |                      |
| Access Points for Elementary  | 300,000             | 300,000             |                     |                     |                     |                     |                     | 300,000             | 300,000             |                      |
| Disaster Recovery Site  |                     | 458,300             |                     |                     |                     |                     | 458,300             |                     |                     |                      |
| <b>Total Spend Per Year</b>   | <b>541,620</b>      | <b>1,008,980</b>    | <b>250,680</b>      | <b>250,680</b>      | <b>250,680</b>      | <b>325,180</b>      | <b>1,308,980</b>    | <b>550,680</b>      | <b>550,680</b>      | <b>250,680</b>       |
| <b>Reserve Contribution for Future Replacement</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                      |
| Firewall Purchase (5yr)   |                     | 14,900              | 14,900              | 14,900              | 14,900              | 14,900              | 14,900              | 14,900              | 14,900              | 14,900               |
| Access Points for Secondary (7yr)   | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715               |
| Access Points for Elementary (7yr)  |                     | 42,857              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715              | 85,715               |
| Disaster Recovery Site (5yr)  |                     |                     | 91,660              | 91,660              | 91,660              | 91,660              | 91,660              | 91,660              | 91,660              | 91,660               |
| <b>Total Annual Contribution to Reserve</b>   | <b>85,715</b>       | <b>143,472</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>      | <b>277,990</b>       |
| <b>Total Annual Budget Requirement (Lease + licence + refresh + reserve contribution) A+B</b> |                     |                     |                     |                     |                     |                     |                     |                     |                     |                      |
| <b>C</b>  | <b>627,335</b>      | <b>1,152,452</b>    | <b>528,670</b>      | <b>528,670</b>      | <b>528,670</b>      | <b>603,170</b>      | <b>1,586,970</b>    | <b>828,670</b>      | <b>828,670</b>      | <b>528,670</b>       |
| <b>Reserve Fund Balances before Replacements</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                      |
| Firewall Purchase   | 0                   | 14,900              | 29,800              | 44,700              | 59,600              | 74,500              | 14,900              | 29,800              | 44,700              | 59,600               |
| Access Points for Secondary   | 85,715              | 171,430             | 257,145             | 342,860             | 428,575             | 514,290             | 600,005             | 85,720              | 171,435             | 257,150              |
| Access Points for Elementary  | 0                   | 42,857              | 128,572             | 214,287             | 300,002             | 385,717             | 471,432             | 557,147             | 342,862             | 128,577              |
| Disaster Recovery Site  | 0                   | 0                   | 91,660              | 183,320             | 274,980             | 366,640             | 458,300             | 91,660              | 183,320             | 274,980              |
| <b>Total Annual Contribution</b>  | <b>85,715</b>       | <b>229,187</b>      | <b>507,177</b>      | <b>785,167</b>      | <b>1,063,157</b>    | <b>1,341,147</b>    | <b>1,544,637</b>    | <b>764,327</b>      | <b>742,317</b>      | <b>720,307</b>       |
| <b>Planned Replacement from Reserve</b>   |                     |                     |                     |                     |                     |                     |                     |                     |                     |                      |
| Firewall Purchase   | 0                   | 0                   | 0                   | 0                   | 0                   | 74,500              |                     |                     |                     |                      |
| Access Points for Secondary   | 0                   | 0                   | 0                   | 0                   | 0                   |                     | 600,000             |                     |                     |                      |
| Access Points for Elementary  | 0                   | 0                   | 0                   | 0                   | 0                   |                     |                     | 300,000             | 300,000             |                      |
| Disaster Recovery Site  | 0                   | 0                   | 0                   | 0                   | 0                   |                     | 458,300             |                     |                     |                      |
| <b>Total funded from reserve</b>  | <b>0</b>            | <b>0</b>            | <b>0</b>            | <b>0</b>            | <b>0</b>            | <b>74,500</b>       | <b>1,058,300</b>    | <b>300,000</b>      | <b>300,000</b>      | <b>0</b>             |

| <u>Reserve Fund Balances After Replacements (D - E)</u> |        |         |           |         |         |           |           |         |         |         |         |  |
|---|--------|---------|-----------|---------|---------|-----------|-----------|---------|---------|---------|---------|--|
| Firewall Purchase                                       | 0      | 14,900  | 29,800    | 44,700  | 59,600  | 0         | 14,900    | 29,800  | 44,700  | 59,600  |         |  |
| Access Points for Secondary                             | 85,715 | 171,430 | 257,145   | 342,860 | 428,575 | 514,290   | 5         | 85,720  | 171,435 | 257,150 |         |  |
| Access Points for Elementary                            | 0      | 42,857  | 128,572   | 214,287 | 300,002 | 385,717   | 471,432   | 257,147 | 42,862  | 128,577 |         |  |
| Disaster Recovery Site                                  | 0      | 0       | 91,660    | 183,320 | 274,980 | 366,640   | 0         | 91,660  | 183,320 | 274,980 |         |  |
| Closing Reserve Fund Balance                            | F      | 85,715  | 229,187   | 507,177 | 785,167 | 1,063,157 | 1,266,647 | 486,337 | 464,327 | 442,317 | 720,307 |  |
| Actual In Year Net Budget Expenditure (C - E)           | G      | 627,335 | 1,152,452 | 528,670 | 528,670 | 528,670   | 528,670   | 528,670 | 528,670 | 528,670 | 528,670 |  |
| <u>Funding Source - Budget Line</u>                     |        |         |           |         |         |           |           |         |         |         |         |  |
| I.T. Infrastructure Refresh Budget                      |        | 91,620  |           |         |         |           |           |         |         |         |         |  |
| I.T. Infrastructure Lease & Licencing Budget (New)      |        |         | 250,680   | 250,680 | 250,680 | 250,680   | 250,680   | 250,680 | 250,680 | 250,680 | 250,680 |  |
| I.T. Reserve/Infrastructure Budget                      |        | 150,000 | 150,000   | 277,990 | 277,990 | 277,990   | 277,990   | 277,990 | 277,990 | 277,990 | 277,990 |  |
| Ed Tech - Unit price savings 2016-17 tablets            |        | 300,000 |           |         |         |           |           |         |         |         |         |  |
| Ed Tech - Delay Hardware 1-year                         |        |         | 1,002,452 |         |         |           |           |         |         |         |         |  |
| Total Budget Funds Committed                            | H      | 541,620 | 1,152,452 | 528,670 | 528,670 | 528,670   | 528,670   | 528,670 | 528,670 | 528,670 | 528,670 |  |



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business

RE: **Summary of Accounts – October 2016**

DATE: November 28, 2016

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|   |
|---|
| <p><b>Recommended Action:</b> It was moved by _____, seconded by _____<br/>THAT the Grand Erie District School Board receive the Summary of Accounts for the month of<br/>October 2016 in the amount of \$ 7,975,194.45 as information.</p> |
|---|

### 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 and Treasurer



## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

### MINUTES

#### A-1 Call to Order

K. O'Donnell

##### (a) Welcome and Introductions

- Chair O'Donnell called the meeting to order and welcomed everyone and asked everyone to introduce themselves for the benefit of our newest member, K. Anderson.

##### (b) Roll Call

Present: K. Anderson, L. Boudreault, L. Boswell, H. Carter, C. Clattenburg, R. Collver (VC), P. Curran (RS), M. Falkiner, K. Mertins, K. O'Donnell (C), S. Slood, R. Smith, D. Sowers, L. Thompson, J. White, R. Winter.

Absent: B. Caers, M. Carpenter, L. DeJong, C. Hofbauer, M. Macdonald, C. McGregor, L. Scott, K. Smith, D. Werden.

Guest(s): S. Zaverella-Mueller.

#### B-1 Agenda Additions

K. O'Donnell

##### (a) None

#### C-1 Timed Items

K. O'Donnell

##### (a) PULSE Presentation – A Way to Differentiate

S. Zaverella-Mueller

- Ms. Zaverella-Mueller explained this month's Differentiation Spotlight will focus on "PULSE", an online tool to help students and staff discover preferred learning styles. <http://www.learnstyle.com/pulse/>
- She presented a short video demonstrating the program which is licenced in Grand Erie for use in Kindergarten to grade 12 classes.
- Students participate in 16 fast-paced games which immediately create a graph of their preferred learning style and presents the teacher with direct teaching strategies that target the particular learning style.
- Teachers can use this for differentiated programming and can also match various learning styles within a class for creating groups of students.
- The gamified version is user friendly, intuitive and offers immediate results as opposed to multiple choice paper surveys which are labour intensive and provide less accurate data.
- The program will be released to principals in October with half-day training provided for teachers who will become the PULSE lead, should schools wish to participate.
- Chair O'Donnell thanked Ms. Zaverella-Mueller for the interesting presentation and invited her back to report on its effectiveness.



## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

- i. Discussion Period – PULSE as a Differentiated Learning Tool K. O'Donnell
- Q Would PULSE be an item on an Individual Education Plan (IEP)?
- A Yes, and it may also be recommended for a student's and / or class profile.
- Q Will this information be helpful for students in their future job searches?
- A Yes, students who understand their personal learning styles will be better prepared to develop coping strategies throughout their life. Grand Erie has been granted one year of free use, but the usual cost for a licence is \$15/teacher and \$0.99/student or \$64.99/class. Anyone can purchase a public single user licence for \$5 from the PULSE website.
- Q What is Sequential Learning?
- A Sequential Learning is completing or understanding tasks when they are presented in step by step fashion, rather than as holistic or spatially.
- Q Does the process need to be completed in one session?
- A No, but the games are engaging and interesting and most students do complete it in the first try.
- Q How are students prepared for the testing?
- A Students are introduced to the concept of learning styles; some teachers will also show the video on learning styles.
- Q What other benefits can be gained from discovering learning styles?
- A As we learn about our learning styles, we can refine them; promotes self-awareness and teacher awareness; can capture hidden things, e.g., auditory problems; students can constantly engage with the website, unlike paper scoring which they will never see again.
- Q Where is the data stored?
- A All data is housed in the PULSE website; students can access it from anywhere.
- Q Are other school boards using this program?
- A Yes, Halton DSB and York DSB and some others.
- Chair O'Donnell thanked Ms. Zaverella-Mueller and committee members for the informative discussion.

### D-1 Business Arising from Minutes and/or Previous Meetings

K. O'Donnell

- (a) Ratification of Minutes September 8, 2016 SEAC Meeting

MOVED: D. Sowers

SECONDED: R. Smith

"THAT the minutes of SEAC 16-01, held September 8, 2016 be approved as distributed."

**CARRIED**



## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

(b) Special Education Public Meetings – 2016 2017 Model L. Boudreault

- The current process for review of the board's Special Education Plan is to gain feedback through presentations of sections at monthly SEAC meetings and to have annual public meetings in each of the three geographic areas of the board, i.e., Brant/Branford, Haldimand and Norfolk.
- Ms. Boudreault shared research of how other boards manage review and feedback, then provided options for members to choose from using a sticker vote.
- Results from the poll and discussion will be included in a board report and the resulting decisions will be shared with SEAC.

(c) Special Education Website Page – SEAC Input L. Thompson

- Superintendent Thompson explained the board's website was under review and knowing that SEAC members are uniquely informed about which topics and resources would benefit parents, asked them to submit ideas for inclusion on the updated webpage.
- S. Sloat, M. Falkiner, R. Winter and K. Anderson volunteered to participate in a small focus group to provide input.
- L. Boswell volunteered to review pages of other boards and report on format and content.
- R. Smith suggested a visitor counter on the page.
- S. Sloat suggested including a glossary and a list of acronyms.
- Volunteers were asked to think of anyone else who might be interested in helping with their activity.
- Communications Manager S. McKillop will attend a SEAC meeting during the process to review progress and make suggestions.
- A review of the Special Education webpage will occur monthly until the project is finished.

E-1 New Business K. O'Donnell

(a) Special Education News

i. Mental Health Moment October 2016 H. Carter

- Ms. Carter reviewed the two main Be Well goals, i.e., Being Healthy and Knowing How to Access Help when it's needed.
- She reviewed the **School Wellness Ideas for Reflection** contained within her Power Point Presentation.

ii. Spotlight on Special Education J. White

- See C-1 (a)

(b) Discussion Topic – October 6, 2016

i. See C-1 (a) i.





## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

(c) EQAO results for Students with Special Education Needs

J. White/L. Thompson

- Ms. White explained the existing data.
- If students have had modified programming between grades 3-6 it is difficult to program for them to meet provincial standard at grade level on the grade 6 assessment, therefore a strategy to support decreasing this gap in achievement is to provide the best accommodations possible and to allow access to the grade level curriculum for as long as possible.
- She noted pinpointing the area where a student struggles in Math is more difficult than in literacy, but she is hopeful the Renewed Math Strategy (RMS), will bring about an improvement for many students.
- Despite the emphasis on the RMS, literacy continues to be important and supports are available for students who cannot find success in Levelled Literacy Intervention and Empower Reading.
- She encouraged members to ask for any additional information.
- Chair O'Donnell thanked Ms. White for explaining EQAO.

F-1 Other Business

K. O'Donnell

(a) Policy/Procedures – None

(b) SEAC Member for GEPIC (Grand Erie Parent Involvement Committee)

K. O'Donnell

- S. Sloat will continue as our representative to GEPIC and her name and contact information will be confirmed to the Director.

(c) Updates – Special Needs Strategy

L. Thompson/K. Mertins

i. Coordinated Service Planning (CSP)

- Superintendent Thompson noted the advisory committee is still at the starting point with Contact Brant and Haldimand Norfolk REACH leading each respective area.
- Terms of Reference are under development while the committee determines where everyone fits.
- It is still very high level and working at bringing people together.

ii. Integrated Rehabilitation Services (IRS)

- Ms. Mertins explained this advisory committee will oversee Occupational Therapy, Physical Therapy and Speech Therapy services.
- She presented a diagram indicating the tiered service delivery framework integrating services for children from birth to 18 years.
- Chair O'Donnell thanked Ms. Mertins for her conceptual representation of IRS.





## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

### G-1 Correspondence

K. O'Donnell

- (a) Ltr – Renfrew County CDSB - re PPM 156 – September 14, 2016
  - Renfrew County CDSB SEAC is seeking input from Ontario school boards on the collection of employment information of special needs students who have graduated or left secondary school.
  - Grand Erie DSB does not collect data on employment of secondary students, including those with special needs.
  - R. Smith suggested Community Living Ontario may be able to provide information gathered by its local programs.
  - K. Anderson asked if this information is available that it be shared with school boards.
- (b) Ltr – Ministry Request for SEAC Directory
  - To improve communication and information exchange between Ontario SEAC members, the Ministry has requested generic email addresses.
  - P. Curran will contact Grand Erie DSB Information Services staff and submit the Ministry form following creation of the addresses.
- (c) LDAO SEAC Circular – September 2016
  - This month's edition includes links to training videos which will also be shared by email with committee members.

### H-1 Information Items

K. O'Donnell

- (a) Community Updates
  - i. R. Collver asked about the Ministry Memo regarding Individual Education Plans (IEP)
    - Staff advised that student IEP will go home October 20<sup>th</sup> and student reports will be sent four weeks later resulting in the IEP sent to parents twice in four weeks.
    - The Ministry is committed to explore the situation.
    - The revised document (IEP) is not available yet.
  - ii. S. Sloot mentioned school girls who included an autistic student on their athletic team.
  - iii. Superintendent Thompson spoke about the secondary road races at the Norfolk Fair on Tuesday, in which a visually impaired student ran, with a partner, and received an enthusiastic cheer from the Simcoe Composite School 'Cheer Stars'.
  - iv. D. Sowers asked if the committee could get an update on the progress of the students moved last year from North Park to Pauline Johnson
    - J. White advised the students are all doing well and that she will prepare a report for the next SEAC meeting.



## Special Education Advisory Committee SEAC 16-02

Education Centre – Board Room

October 6, 2016 6:30 p.m.

- v. K. Anderson asked if members were permitted to attend the Annual Special Education Advisory Committee (SEAC) Provincial Conference
  - Chair O'Donnell advised the Ministry will inform SEAC if this is planned for 2017 and we will poll members to determine interest.

I-1 Next Meeting  
November 3, 2016 | Grand Erie DSB – Board Room | 6:30 p.m.

K. O'Donnell

J-1 Adjournment  
Ratification of Minutes September 8, 2016 SEAC Meeting  
MOVED: D. Sowers  
SECONDED: C. Clattenburg

K. O'Donnell

"THAT the meeting of SEAC 16-02, held October 2, 2016 be adjourned at 8:28 p.m."

**CARRIED**



## Joint Occupational Health and Safety Committee Meeting Minutes

October 20, 2016  
Ed Centre - Board Room

### 1.0 Roll Call

#### Employer Representatives:

Lena Latreille

Rebecca Jago

Tom Krukowski

Business Services (Certified Member)

Human Resources (Certified Member) (*Chair*)

Facility Services

#### Employee Representatives:

George Wittet

Dan McDougald

Amanda Baxter

Angela Korakas

Andrea Murik

Jennifer Orr

David Imre

Secondary Occasional Teachers (Certified Member) (*Co-Chair*)

Professional Student Services Personnel (Certified Member)

Elementary Occasional Teachers (Certified Member)

Designated Early Childhood Educator (Certified Member)

Secondary Teachers (Certified Member)

Elementary Teachers (Certified Member)

Non-Union (Alternate)

#### Resources:

Hilary Sutton

Health and Safety Officer

#### Recording Secretary

Marg Thibault

Human Resources Assistant

#### Regrets:

Laura Mels

Jim Clayton

Jennifer Faulkner

Nancy Hondula

Cheryl Innes

Griffin Cobb

Non-Union (Certified Member)

CUPE Facility Services (Certified Member)

CUPE Clerical/Technical (Certified Member) (Alternate)

CUPE Educational Assistants (Certified Member)

Elementary Administration

Secondary Administration

### 2.0 Minutes of Last Meeting

The September minutes were reviewed with some typographical corrections.

### 3.0 Approval of Last Meeting Minutes

The minutes were approved.

### 4.0 Agenda Additions

6.5 Comments and questions from Annual Health and Safety Inspections



## Joint Occupational Health and Safety Committee Meeting Minutes

October 20, 2016  
Ed Centre - Board Room

### 5.0 Unfinished Business – Discussion

#### 5.1 Annual Workplace Violence Survey

May 2016: The Annual Workplace Violence Survey results were reviewed. Staff that responded to the survey had concerns with working with aggressive students, parents and community members freely accessing schools and dark parking lots. A question was raised by a committee member whether the survey needs to be more specific to individual schools, utilizing specific questions and concerns. Everyone was encouraged to read the Blackboard report after every board meeting. The Blackboard report gives updates on upcoming projects taking place.

June 2016: This item was deferred to the next meeting in September, 2016.

September 2016: The Health and Safety Office will send the Workplace Violence Survey results to all JOHSC members to review again. This item will be deferred to the next meeting in October, 2016.

October 2016: This item was deferred to the next meeting in November, 2016.

#### New Indoor Air Quality Reports

### 6.0 New Business

#### 6.1 Site Health & Safety Representative List - 2016-2017

A current and up to date list of reps from all schools is available on the Staff Portal. The Health and Safety Officer will email the list to all JOHSC members. This item can be removed from the next agenda.

#### 6.2 Ministry of Labour Field Visit Reports- Waterford DHS.- October 2016

The Ministry of Labour completed a follow up visit to discuss compliance of a recent order for a risk assessment. The order has been complied with. This item can be removed from the next agenda.

#### 6.3 Ministry of Labour - Risk Assessment – North Park CVS - September 2016

A summary of the items completed as part of the risk assessment in compliance with the Ministry of Labour order related to the work refusal from April, 2016 was provided to the committee. This item can be removed from the next agenda.



## Joint Occupational Health and Safety Committee Meeting Minutes

October 20, 2016  
Ed Centre - Board Room

### 6.4 Ministry of Labour - Risk Assessment – Waterford DHS - September 2016

A summary of the items addressed as part of the risk assessment in compliance with the Ministry of Labour order was provided to the committee. Also reference 6.2 Ministry of Labour Field Visit Reports – Waterford DHS – October 2016. This item can be removed from the next agenda.

### 6.5 Comments and Questions from Annual Inspections

A committee member asked various questions related to a recent annual inspection they completed to clarify some items. For example, the need for covers on electrical junction boxes, that electrical cords with missing ground plugs need to be removed from use, how to handle damaged drywall (put in work order for repair), office areas set up in furnace rooms (the Division Manager of Operations and Health & Safety will follow up on this particular location), and flammable storage. This item can be removed from the next agenda.

### 7.0 Information Items

#### 7.1 Bulk Sample Analysis – Waterford DHS. – Project #15909 – eBase 1048 (French)

Three samples of 12 in. Ordered Hole Ceiling Tiles, 12 in. Random Hole Ceiling Tiles and Drywall were collected from eBase 1048 (French) at Waterford District H.S. for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos. This item can be removed from the next agenda.

#### 7.2 Asbestos Abatement – Site Report #6 – Pauline Johnson CVS – Project #15751 – Building Exterior

A visual inspection was completed after a Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, from various locations of the exterior of the building to ensure compliance with Regulations. All removal operations were within Regulation. This item can be removed from the next agenda.

#### 7.3 Asbestos Abatement – Site Report #7 – Pauline Johnson CVS – Project #15751 – Building Interior and Exterior

A visual inspection was completed after a Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, from various locations of the exterior of the building to ensure compliance with Regulations. All removal operations were within Regulation. This item can be removed from the next agenda.



## Joint Occupational Health and Safety Committee Meeting Minutes

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### 7.4 Asbestos Abatement – Site Report #8 – Pauline Johnson CVS – Project #15751 – Building Interior and Exterior

A visual inspection was completed after a Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, from all exterior and interior windows and doors from various locations of the building to ensure compliance with Regulations. All removal operations were within Regulation. This item can be removed from the next agenda.

## 8.0 Review of Reports

### 8.1 Employee Accident Reports Summary – September 2016

Workplace Safety and Insurance Board Reportable – September 2016

Student Aggression Summary Table for September 2016

All reports were reviewed as distributed.

### 8.2 Status of Workplace Inspections including Non-Academic sites – September 2016

Reports were made available to committee for review. All locations completed the September workplace inspections.

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

A copy of the October 18 meeting minutes was provided to the committee for review. Next meeting scheduled for Tuesday, December 15, 2016.

### 8.4 Critical Injuries

There have been 15 student critical injuries and no employee critical injuries for the 2016-2017 school year to date.

### 8.5 Focus Group

Next meeting October 25, 2016.

### 8.6 Review of On-going Project Items

See Chart.

### 8.7 Work Orders

Work orders details were distributed and discussed by the committee.



## Joint Occupational Health and Safety Committee Meeting Minutes

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### 9.0 Health and Safety Training

Online training for all staff is due by October 31, 2016. There have been some issues with PD Place not recording completion of the employee online training. Employees are to send an email, once all training has been completed, to Health and Safety, should they experience these issues.

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

- Basic Certification: October 31, November 1 and 2, 2016
- Hazard Specific Training: November 8 and 9, 2016 (full)
- Recertification: November 24, 2016
- Basic Certification: March 13, 14 and 15, 2017 (Facility Services)
- Hazard Specific Training: March 16 and 17, 2017 (Facility Services)
- Recertification: April 28, 2017 (Facility Services)
- JOHSC Recertification: March 24, 2017
- First Aid Training: October 25, 2016 and April 4, 2017

### 10.0 Recommendations to Executive Council

No recommendations.

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

Meeting adjourned at 11:25 a.m.

The next JOHSC meeting will be on November 17, 2016 – JBLC – Pine Tree Room





# Joint Occupational Health and Safety Committee

## Meeting Minutes

October 20, 2016  
Ed Centre - Board Room

**As of October 2016**

### **Policy/Procedure Review:**

| Date item initiated | Item                             | Dates Discussed  | Latest Update   | Status and Timeframe |
|---------------------|----------------------------------|------------------|---|----------------------|
| April 2013          | Annual Workplace Violence Survey | 2016 – September | Survey questions and use being reviewed by members for input on possible adjustment |                      |
|                     |                                  |                  |   |                      |

| Policy/Procedure                                       | Out for Comment  | Board Approval                           | Board Review Date | Committee Review Date | Comments     |
|--|------------------|--|-------------------|-----------------------|--------------|
| HR4 – Health and Safety Policy and Appendix Guidelines |                  | Board approved February 2014             | September 2015    | September 2016        | Under Review |
| HR8 – Workplace Violence                               | January 14, 2013 | Returns to Board for approval April 2013 | September 2015    | September 2016        | Under Review |
| HR5 – Harassment                                       |                  | Board approved January 2014              | September 2015    | September 2016        | Under Review |

### **Annual Updates Provided Each School Year:**

| Item                  | Review Month                      | Resulting Update   |
|-----------------------|-----------------------------------|--|
| 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. |

*Achievement*

*Environment*

*Engagement*

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

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

**\*\*Please note that** 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 |
|-----|--------------------|-------|------|------|------|------|------|------|------|-----|------|
| 31  | James Hillier      | X     | X    |      |      |      |      |      |      |     |      |
| 32  | Jarvis             | X     | X    |      |      |      |      |      |      |     |      |
| 33  | King George        | X     | X    |      |      |      |      |      |      |     |      |
| 34  | Lakewood           | X     | X    |      |      |      |      |      |      |     |      |
| 35  | Langton            | X     | X    |      |      |      |      |      |      |     |      |
| 36  | Lansdowne-Costain  | X     | X    |      |      |      |      |      |      |     |      |
| 37  | Lynndale Heights   | X     | X    |      |      |      |      |      |      |     |      |
| 38  | Major Ballachey    | X     | X    |      |      |      |      |      |      |     |      |
| 39  | Mt. Pleasant       | X     | X    |      |      |      |      |      |      |     |      |
| 40  | North Ward         | X     | X    |      |      |      |      |      |      |     |      |
| 41  | Oakland-Scotland   | X     | X    |      |      |      |      |      |      |     |      |
| 42  | Oneida Central     | X     | XX   |      |      |      |      |      |      |     |      |
| 43  | Onondaga-Brant     | X     | X    |      |      |      |      |      |      |     |      |
| 44  | Paris Central      | X     | X    |      |      |      |      |      |      |     |      |
| 45  | Port Rowan         | X     | X    |      |      |      |      |      |      |     |      |
| 46  | Prince Charles     | X     | X    |      |      |      |      |      |      |     |      |
| 47  | Princess Elizabeth | X     | X    |      |      |      |      |      |      |     |      |
| 48  | Rainham            | X     | XX   |      |      |      |      |      |      |     |      |
| 49  | River Heights      | X     | X    |      |      |      |      |      |      |     |      |
| 50  | Russell Reid       | X     | X    |      |      |      |      |      |      |     |      |
| 51  | Ryerson Heights    | X     | X    |      |      |      |      |      |      |     |      |
| 52  | Seneca Central     | X     | X    |      |      |      |      |      |      |     |      |
| 53  | St. George-German  | X     | X    |      |      |      |      |      |      |     |      |
| 54  | Teeterville P.S.   | X     | X    |      |      |      |      |      |      |     |      |
| 55  | Thompson Creek     | X     | X    |      |      |      |      |      |      |     |      |

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

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

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

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**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



## Grand Erie Parent Involvement Committee

October 20, 2016, 6:30 pm  
Dogwood Room, Waterford District High School

*Chair: Brent Howard*

*Recorder: Valerie Slawich*

### AGENDA

1. Welcome and Introductions B.Blancher
  - 1.1. Brenda Blancher, Brent Howard, Sue Noort, Christine Oliveira, Sheila Sloom, Sarah Nichol, Nancy Waldschmidt, Tom Waldschmidt, Holly Knill-Horvath, Shawn McKillop, Liana Clarysse
2. GEPIC Slate of Members B.Blancher
  - 2.1. Election of Chair
    - 2.1.1. Brent Howard was nominated as Chair; Brent accepted the nomination and will serve as Chair of GEPIC for 2016-2017.
3. Minutes Brent Howard
  - 3.1. Approval of Minutes
    - 3.1.1. The minutes will be amended to reflect that Sarah Nichol was present
    - 3.1.2. Sarah Nichol moved to approve the minutes; Christine Oliveira seconded  
~ carried
  - 3.2. Business Arising from Minutes
    - 3.2.1. No New Business
4. Financial Report B.Blancher
  - 4.1. GEPIC Budget
    - 4.1.1. Opening budget was \$10,000; balance to date is \$9,200.86
  - 4.2. PRO Grants for 2016-17
    - 4.2.1. Fourteen Grand Erie schools are participating this year. Recipient schools have been notified, the attached documents explain the awarded grants and amounts received.
    - 4.2.2. Brent received correspondence from the Ministry of Education sharing that since 2006 19,500 grants worth \$31million have been awarded!
5. Updates from the Board Table J.Harris/T.Waldschmidt
  - 5.1. Tom Waldschmidt shared that the Board is working on finalizing the North Brant ARC and the South East Norfolk ARC. He was invited and attended Grade 12 graduation ceremonies at Waterford District High School and Paris District High School and will attend Delhi District Secondary School ceremony in November.
  - 5.2. John Harris added that a decision will be made on Monday October 24<sup>th</sup> regarding the South East Norfolk ARC. He also attended a Grade 12 graduation ceremony at Simcoe Composite School.
6. Director's Update B.Blancher
  - 6.1. The majority of secondary commencements are held in the fall, and will wrap up in November; Fall sports in Grand Erie are many including slow pitch, soccer, cross country, and football; Delhi District Secondary School held its 75<sup>th</sup> anniversary from September 16 – 18<sup>th</sup> with great activities all weekend long; Superintendent Dave Abbey participated in the LEAP exchange program and visited Australia for 3 weeks in July, then hosted a guest from Australia here in September; congratulations to Shawn McKillop and his team for winning the Bravo Award, a national award for our "BE WELL" campaign. Shawn will be presented this prestigious award in Ottawa this weekend. Lifelong learning Week took place in September; the Terry Fox Run took place at the end of September; October 5<sup>th</sup> was World Teacher Day; Orange Shirt Day was

*SUCCESS* for Every Student



## Grand Erie Parent Involvement Committee

October 20, 2016, 6:30 pm  
Dogwood Room, Waterford District High School

September 30<sup>th</sup> which recognizes the harm that the residential school system did to children's self-esteem; October 19<sup>th</sup> was purple shirt day to support vulnerable children in youth, raising awareness about child abuse. Today was the pilot assessment of online OSSLT, unfortunately it was not successful and all students will need to write in March.

7. GEPIC Chair's Update Chair
  - 7.1. GEPIC Grant Application and deadline
    - 7.1.1. GEPIC agreed to allocate \$8200 to their grants, with an application deadline of December 22, 2016 and award decisions made on January 20, 2017. The application will better define the criteria for receiving a grant, and will recommend schools to collaborate in their own Family of Schools on similar ideas. A list of approved speakers will be supplied to GEPIC.
    - 7.1.2. The Grant Sub-Committee will include Nancy Waldschmidt, Sarah Nichol, Sheila Slood and Brent Howard. The Sub-Committee will meet January 14, 2017 to review the applications.
    - 7.1.3. Shawn McKillop will speak to Administrators at November Director's Meetings.
8. Planning, Discussion and Sharing S.McKillop
  - 8.1. Orientation Session October 5, 2016
    - 8.1.1. The evening generated 62 registrations, with 47 in attendance and 26 schools represented.
    - 8.1.2. The Open Classroom Forum was well received. Survey information showed the activity was useful and applicable, and changed or reinforced thinking. Networking occurred between local schools, sparking conversations and information sharing. Christine would like to do this again on a weekend and several other GEPIC members agreed with this idea. The format was very different from past sessions where GEPIC presented information through facilitators. GEPIC is sure with clear, strong communication, a weekend event will prove to be a success with parents.
    - 8.1.3. Our target audience is parents, but would like to open up the event to parents, educators, and trustees. Tentative date is April 1<sup>st</sup> at Branlyn Community School from 8:30 am – 2:00 pm. Nancy and Christine will look into food trucks; Shawn will advertise early; will budget \$1000 for the day.
9. Other Business
  - 9.1. None
10. Dates 2016-2017 - changes
  - 10.1. January 19, 2017; March 23, 2017; May 11, 2017

*SUCCESS* for Every Student





**Native Advisory Committee**  
 October 11, 2016, 1:00 – 3:00 pm  
 Brantford Collegiate Institute

## MINUTES

**Present:** Brenda Blancher, Stacy Hill, Karen Sandy, Dave Dean, Sherri Vansickle, Shannon Korber, Jeannie Martin, Melissa Turner, Dave MacDonald, Ann Myhal

**Recording Secretary:** Sharon Doolittle

### 1.0 Introductions/Welcome

Karen Sandy welcomed everyone. Introductions were made.

### 2.0 Student Report

- They all like attending B.C.I. and are very appreciative of their counsellor, S. V. for all the opportunities she provides for them
- Wish there were Native teachers and more Native courses available
- Would like to have a Native counsellor full-time
- Feel there is not enough authentic learning about Native people in mainstream courses ie. History
- Would like to see more events and opportunities for themselves
- Asked those present if they had any feedback regarding their comments

Feedback to their comments

- Work is being done to change curriculum and incorporate more Native components
- Felt that the non-native teachers who do teach these courses are the ones that are very eager to learn all they can
- Courses should be open to everyone and Native students should be more open to sharing
- There is a need to have more Native teachers, staff and people from the community involved as role models for the students
- Suggestion made to have guest speakers from the community come in
- May need to let our Native students know of the efforts and initiatives that are being undertaken by the board

D. Dean thanked the students for sharing their thoughts and feelings. He spoke of the progress he has seen in past years and how changes take time.

Sherri suggested a succession plan to be put in place because Jeannie, Sherri and Melissa will retire within 3 years of each other.

**3.0 Approval of Agenda**  
Agenda approved as circulated.

**4.0 Approval of Minutes**  
Minutes accepted

**5.0 Business arising from Minutes of May 31, 2016**  
Approved as amended

**6.0 B.C.I. School Report** **Sherri Vansickle**

- Wampum belt workshop
- Water drum workshop where students were shown how to make drums right from the trees and had the opportunity to learn from the elders
- Had a social that the students put on and did the drumming and dancing
- Has been a guest speaker in poetry class and will be in the French Immersion and Foods class
- Orange shirt day was a big success
- Students made dream catchers for the principal to be given as gifts to the Minister of Education and the Lieutenant Governor of Ontario during a visit to BCI last spring – it was an opportunity for the students to shine
- For the Native staff they would like to see Native support ie: elders - because they deal with difficult and traumatic incidents while supporting our students
- When Educational counsellors need a break or day off because of the emotional fatigue they experience as a result of numerous tragic events in their community, could there be days other than sick days that they can be granted for this.
- Comment made that we need to be careful not to get into collective bargaining issues.
- B. Blancher suggested that perhaps we can discuss some of these issues in tuition agreement negotiations

#### **Information Items**

**7.0 Mohawk Language Teacher** **B. Blancher**

- A posting will go out in November of this year
- Encouraging PJ and BCI to offer Mohawk Language Level 2 so there is a continuum for students who have already take Level 1
- Sherri suggested asking G.E.L.A. if they are interested in a section
- Would like to offer a full-time position

**8.0 Working Together with Six Nations Schools B. Blancher**

- Working to grow the relationship with the schools on Six Nations
- Brenda is visiting all of the schools
- Partnership action plan – how to work together for the students
- Suggested to put it in the newsletter letting them know what the board does for the students

**9.0 Funding for In-School Initiatives**

- B. Blancher & S. Hill have put together a small budget from the FNMI Board Action Plan for the schools to submit proposals and initiatives for projects for elementary and secondary.

**10.0 Native Advisor – In-school work**

- S. Hill enjoys the in-school work days; the connection with the staff and person to person issues.

**Action Items**

**11.0 Report to INAC S. Hill**

\*Information from Schools

- Please send in your data, success stories, rewards given, special achievements right away by October 26, 2016
- Self-ID # are coming through now. Counsellors were asked to work with staff to encourage the tuition agreement students sign the Self-ID cards
- There will be new cards printed and distributed.

**12.0 Tuition Agreement Renewal B. Blancher**

- The Tuition Agreement expires June 30, 2017
- The committee needs to look at the existing Tuition Agreement to suggest changes
- It was suggested that J. Martin sit on the committee because of her years of experience.
- It was said that the parents need to be encouraged to push for a better tuition agreement for their children.

**13.0 TRC Statement Policy**

- The draft policy is open for comment until November 4, 2016 and then it will go to the board meeting to be ratified.
- Procedures are open-ended so they can be expanded on
- Committee was asked if they had any comments or changes to send this to Debbie Fletcher at the Board office.
- S. Hill suggested sending the draft policy to Mississauga's of the New Credit for feedback.
- S. Hill asked if a New Credit representative is invited to the meetings. They have been invited in the past.

#### **14.0 Transition Event**

**S. Hill**

- It was agreed to have an Open House for grade 7 & 8 on Wednesday, November 16, 2016, during lunch from 11 a.m. to 1 p.m and 4 p.m. to 6 p.m. to enable parents to come.
- Each school will have a booth and band council education will also have a booth set-up with student support staff there.
- Education counsellors will present this when they go to the schools to promote the date.
- Regarding the bussing the schools pay for this.

#### **15.0 Request for NAC rep to sit on GEPIC**

**B. Blancher**

- Grand Erie Parent Involvement Committee (GEPIC) would like a parent representative from the Native Advisory Committee.
- Gives parents the opportunity to be involved in the education of your child by providing advice and support for school councils and other parents.
- Suggestions of parents that could be asked were made
- The meetings are four times a year in Waterford on Thursday nights – next meeting is on October 20<sup>th</sup>.
- Suggested to be put in the newsletter

#### **16.0 Native Advisory Council**

**S. Hill**

- **Terms of Reference Discussion\***
- A suggestion was made that the stats and school data be given once or twice a year instead of every meeting from all the schools
- B. Blancher suggested that they ask IT if this information can be pulled and then they can send the data to the schools
- This could be worked out at the NES meeting as a working group and then come to the NAC meeting and then discuss.
- B. Blancher said in Nov. we should review the school data requested and discuss how the structure should be re:
  - Reason for the school data – what is the purpose?
  - What data is needed and how can we work with it more effectively
  - It was asked if the principals need to attend – they don't have to but it is important for their counsellors to keep them informed and it was suggested they could tune in via Skype.
- Inclusion of school reports with students – it was suggested there be focus groups to hear their voices but there must be follow-up for them.

**17.0 Native Education Services**

**S. Hill**

- The NES acts as a working group, a place to hash things out and promote the opportunity to work together
- Are a very talented pool of individuals and should be leading the way in Aboriginal Education

**Adjournment – 3:15 pm**

**Next Meeting – November 15, 2016 at McKinnon Park Secondary School**



**Board of Directors' Meeting  
Tuesday, October 25, 2016 at 1:00 p.m.**

Grand Erie District School Board – Norfolk Room  
349 Erie Avenue, Brantford

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**STSBHN Board of Directors:**

**GEDSB:** Jamie Gunn, Superintendent of Business & Treasurer – Director  
Greg Anderson, Trustee-Alternate Director  
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer

**BHNCDSB:** Tom Grice, Superintendent of Business & Treasurer – President

**CSDCCS:** Mario Nantel, Director of Transportation – Director

**STSBHN Recording Secretary**

Kathryn Underwood, Assistant to the Superintendent of Business GEDSB

**Regrets:**

**School Board Directors of Education**

Brenda Blancher, Director of Education & Secretary GEDSB  
Chris Roehrig, Director of Education & Secretary BHNCDSB  
Réjean Sirois, directeur de l'éducation CSDCCS

GEDSB: James Richardson, Trustee- Director

BHNCDSB: Cliff Casey, Trustee – Director

CSDCCS: Bobby Somaroo, Superintendent of Business – Alternate Director

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**AGENDA**

1.0 Call to Order, Welcome and Introductions – T Grice  
The President called the meeting to order at 1:00 pm.

2.0 Approval of Agenda for October 25, 2016  
P Kuckyt requested that an information item to be added to the agenda.

Moved by: J Gunn

Seconded by: M Nantel

“That the STSBHN agenda for October 25, 2016 be approved as amended.”

CARRIED.

3.0 In Camera Session

3.1 Legal Matter

Moved by: G Anderson  
Seconded by: M Nantel

“That the committee move in Camera to discuss a legal matter.”

CARRIED.

3.2 Welcome to Open Session

The Public Session meeting was called to order by President, T. Grice at 1:35 p.m.

3.3 In Camera Report

Moved by: G Anderson  
Seconded by: J Gunn

“That the STSBHN Board of Directors approve the three year contract offer with First Student Canada with their Ancaster division only.”

CARRIED.

4.0 Approval & Signing of Minutes

4.1 May 31, 2016

Moved by: J Gunn  
Seconded by: Mario

“That the minutes of May 31, 2016 meeting be approved as distributed.”

CARRIED.

5.0 Business Arising from Previous Meeting

5.1 Policy and Procedures Approval: 029-033

The committee reviewed the comments and the suggested changes of the procedures.

Moved by: M Nantel  
Seconded by: J Gunn

“That STSBHN approve procedures 029-033 as amended.”

CARRIED.

6.0 Standing Business

6.1 KPI's

P Kuckyt highlighted the significant changes in the areas of Financial, Services Performance, Safety, General Ridership and Communication.

**Financials**



P Kuckyt noted that the overall number of vehicles required to supply the necessary services remained fairly consistent year-to-year; he highlighted that there is a slight increase in mini busses. In addition to the mini buses there was also an increase in the number of parent/taxi services which he noted as being typical for the month of September to accommodate student transitions.

### **Services Performance**

STSBHN had a department goal of reducing the number of students who ride over 75 minutes in both the regular and special education groups. P Kuckyt highlighted that although the departmental goal fell short of the 10 % goal, the overall reduction of 3% was achieved. He noted that there was a number of instances where out of boundary or out of district students had impacting the ride times. The committee agreed with the recommendation from P Kuckyt to track the ride time KPI's for only those students who are eligible under the Board policy.

### **Safety**

Reported that there were a number of preventable accidents in September however there were no student injuries. P Kuckyt clarified his definition of a "preventable" event to include all instances where the driver could have done something to prevent the event from occurring.

### **General Ridership**

Courtesy spots may have been impacted this year as a result of students in grade 7, now being assigned a weight of 1.5, compared to 1.0 the previous year.

### **Communication**

The number of website visits and route changes were above the previous year's average due to the school start up process.

## **6.2 Goals and Objectives-Update and Review**

P Kuckyt highlighted the Goals and Objectives and updated the Board of Directors on the progress.

## **6.3 Budget Analysis Report**

P Kuckyt highlighted the budget analysis report up to August 31, 2016. He noted this is unaudited financial statement for the 2015-16 school year and highlighted some of the variances to budget.

Some of the fluctuations included rider aids, salaries, home to school, fuel fluctuator, and was overall under budget by \$250,518.17.

## **7.0 New Business**

### **7.1 Policy and Procedures Review: 034-038**

The Committee received the policies and procedures with the proposed changes as information only. Responses are requested by February 7th, 2017.

### **7.2 Partnership Opportunity-Information Only**

P Kuckyt shared information on a new company, Force Multiplier Solutions that provides free hardware and software to be used on the buses for GPS and camera systems. They pay for the service through charging drivers who run bus stop arms. He highlighted the concerns and positive outcomes with partnering with this company. P Kuckyt indicated that he is currently reviewing partnering contracts and will advise the Board at a future date if pursuing a partnership is recommended.

DRAFT

## 8.0 Adjournment

Moved by: J Gunn  
Seconded by: G Anderson

"That the October 25, 2016 STSBHN Board of Directors meeting be adjourned at 1:44 pm."

CARRIED.

|                              |  |
|------------------------------|--|
| <b>Next Meeting:</b>         | <b>Tuesday February 28, 2017 GEDSB-Norfolk Room. 1:00 p.m.</b> |
| <b>Future Meeting Dates:</b> | <b>Tuesday May 30, 2017 GEDSB-Norfolk Room. 1:00 p.m.</b>      |



## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

### Present

Brantford Collegiate Institute & Vocational School, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, North Park Collegiate-Vocational School, Paris District High School, Simcoe Composite School, Valley Heights Secondary School and Waterford District High School

### Regrets

Pauline Johnson Collegiate & Vocational School  
Tollgate Technological Skills Centre

**Student Trustees:** Brett Newman (Representing North)  
Elizabeth Marr (Representing South)

**Director of Education:** Brenda Blancher

**Chair of the Board** David Dean

**Trustees:** C.A. Sloat

**Teacher Consultant**

**Student Success/ELearning:** Charleen Clark-Pearce

**Recorder:** Debbie Fletcher

### 1. Welcome

B. Newman and E. Marr welcomed student leaders, teacher advisors, David Dean (Chair of the Board) and Carol Ann Sloat (Trustee).

### 2. Ice Breaker

C. Clark-Pearce led the students in an ice-breaker that involved the students to organize themselves by first name, last name, birthday and city they were born in.

### 3. Board Multi-Year Plan

Director Blancher invited Chair D. Dean to bring greetings. D. Dean welcomed everyone and was pleased to see such enthusiasm from the students. He wished them a productive day of learning and connections with each other.

B. Blancher welcomed students and staff advisors to the Student Senate and acknowledged the important role of student senators. She encouraged networking with one another to learn and share ideas.



## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

She highlighted the Multi-Year Plan:

- Culture of High Expectations
- A focus on Students and Staff
- Success For Every student
- Six indicators: Achievement, Well-Being, Equity, Environment, Technology and Community

The Multi-Plan video was presented to students and advisors. The video focused on how success may be something different for each student.

#### 4. #GEBEWell

H. Carter Mental Health Lead presented the BeWell Campaign

Four quadrants of the BeWell Campaign were discussed:

- Connect
- Reach Out
- Recharge
- Don't Wait

#### CONNECT

Consider how you talk about other students, people on TV, in hallways, in class or on social media. How you speak about others can directly affect how others feel about themselves. Being kind to someone doesn't cost you anything, but it can make a huge impact for someone else.

•Being kind and building connections is one of the greatest suicide prevention resources we have available to us. It is also one of the greatest resources we have towards building mentally well environments. Although you as an individual may not be able to solve another person's happiness, we can bring relief and joy to others in the smallest of ways. Buy someone's coffee, hold a door open. Be genuine and be interested.

•Connectedness is one of the most important factors in supporting our students to promote their good health, prevent further harm when they are showing signs of distress and supporting them when they are mentally unwell.

Students shared ideas of ways that students can connect with each other:

- Involvement in extra-curricular activities/clubs
- Group work in classes
- Link crews or similar type of group
- Mind Mentors
- Pairing up members of student council - executive members with grade 9



## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

### REACH OUT

Tips for reaching out to a friend:

We as humans depend on each other for care and support in times of need. When someone is struggling with mental health, it's important to reach out as a friend to offer your support and help.

When reaching out to a friend, remember that you may not be able to fix their problem. Ask questions to offer your support, such as "Hey, you look upset, can I help or listen?" or offer to just simply be with them in silence. Just sitting with a friend or offering to go for a walk shows you are willing to be patient and support them when they are ready.

"I can't tell you what will happen, but I can tell you I am your friend and I am going to stand by you because I really care about you and want you to feel well again."

Students shared ideas of effective ways of communicating how to reach out:

- Safe Talk Training
- Social Media (Twitter/Facebook)
- Student peers
- Retweeting information
- Student assemblies
- Guidance department
- Link Crews
- Support group of students who help grade nines during exam time to help them prepare to study for test/exam

Students shared ideas of how to access help:

- Provide a confidential way ( i.e.: talking locker)
- Safe Talk Crew (students/staff members are identified as trainers and able to help)

### RECHARGE

How to Recharge:

#### **Eat Well**

There's a reason people who eat healthy tend to feel better. A healthy diet can be directly linked to healthier habits and a healthier mind set.

Eating a diet balanced with vegetables, fruits, whole grains and lean proteins helps everyone reach their goals in a positive and healthy way.

#### **Stay Active**

Join a team, go for a jog, play a game of tag or head to the park with your dog. An active body produces higher levels of endorphins, the chemical your body produces that makes you feel happy.



## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

Encouraging children and teens to be active is a valuable lesson they can take with them their entire lives. It acts as not only an outlet for stress, but also for making connections and building lifelong skills.

### **Be Social, or Don't!**

Sometimes to recharge, we just need to see a friend. No matter how busy your week gets, it's important to schedule some time for yourself, whether it's seeing some friends and connecting on a deeper emotional level, or staying in and watching a movie with your pet. No matter how busy you get, don't forget to do something that makes you happy.

### **Do what makes you happy, in moderation**

Although it's strongly encouraged to eat well and stay active, sometimes you need to do things just because you enjoy them. If you have the time, enjoy a couple hours playing video games, or treat yourself to an ice cream. Sometimes it's the smallest instances of relaxation that can make us the happiest.

Take action in your own mental wellness. There are many programs available to help you stay on track, relax and make connections.

Students shared ideas how to recharge ourselves:

- Creating/Promoting stress free days around exams and culminating (ideas shared included: paintballing, finger painting, yoga, breakfast programs, take 2 at 2, Friday morning puns)

### **DON'T WAIT**

If you have a concern for someone you care about:

- Seek immediate assistance
- Do not leave the person alone
- Check out Hope More for links to your local crisis mental health supports
- If at school, contact Student Services or administrator immediately
- Discuss it open and frankly and always show interest and support

Grand Erie cares and we want to connect you with support. If you are in crisis, confidential help is always available.

Students shared ideas for increasing student knowledge:

- Safe Talk Team – visiting elementary schools, posting photos of the team on message boards
- Sharing resources with staff members
- Posting information on teacher's doors/ in washrooms, poster boards
- Link Crew – leaders are encouraged to develop relationships with grade 9's



## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

### 5. 0365 Group/Communication

Jeff Dumoulin, Teacher Consultant, Information Technology reviewed the Educational Technology Initiative:

- Netbooks, Tablets
- Projectors & Whiteboards
- Learning & Teaching
- 21<sup>st</sup> Century Competencies

#### Office 365 Group/One-Note

All student leaders were added to the Student Senate group. A digital binder was created for the student senate to share resources. The overview Power Point presentation on Educational Technology Initiative can be found in this shared binder.

### 6. Lunch

### 7. Round Table Discussion

B. Newman and E. Marr led round table discussion. They invited student senators to an open forum to share an exciting event(s) coming up in their school and a successful event previously held that your school is proud of:

#### Up-coming Events:

- Haunted hallways/Haunted houses – donations to the local Food bank
- Halloween – pumpkin carving contests
- Horizons Conference – all secondary schools will be invited (involves public speakers and student leaders collaborating)
- Charity volleyball tournament coming up (charity previously included MOVEMBER)
- 12 days leading up to Christmas with festive events
- Floor-ball tournament
- Me to We club (shoeboxes for Christmas)
- Greater focus on social media – Facebook page, twitter, Snapchat, and Instagram to advertise events for the school.
- Sugar rush week – sweet cupcakes and ice cream
- Fall fair beginning of November
- Fall dances/Semi formals (Great Gatsby)
- Implementation of a School Climate Committee to create a more welcoming place for a diverse student population
- Senior dinner brings the whole community together (community donates food and auction items), senior residents are bussed in. Family/friends of students provide entertainment
- New turf field – pep rally





## Student Senate Meeting

October 27, 2016  
Education Centre, Board Room

### ~~Proud of Successful Events:~~

- Grade 9 days involved games, generated school spirit and energy
- Spirit Days/Weeks
- Senior spirit days – Grade 12 classes spend the day at Brant wood farms
- Calendar fundraiser – community businesses provide items, daily draws are held throughout February to raise money for a charity
- Pep rally (noise competitions)
- Community dinner run by students, teams, clubs (Family/friends support) .Themes included spaghetti dinner or Texas BBQ
- PEP Rally - games, cheering competitions, prizes
- Norfolk County Fair – Young Canada Day - competition with other schools in the Norfolk community, involved art competitions, athletics connected fellow students and students from other schools together

The Student trustees encouraged student senators to share these ideas at student council meetings and to also encourage other council members to join the Office365 group.

Some schools shared a concern about keeping school spirit at a high level all year.

Suggestions provided included:

- Visiting homerooms
- Spirit day ballots – enters into a draw to win at the end of the year
- Student leader participation

Any other ideas for speakers or topics for the spring senate meeting should be shared in the Office365 group.

### 8. Virtual Meeting

The next meeting will be held on Thursday Dec 8, 2016. Details to follow.

The spring Senate Meeting will be held on April 27, 2016.

B. Newman and E. Marr shared their experience as student trustees and stated that those who are interested for next year are welcomed to contact them or contact student advisors in February, when applications are being accepted.

The student trustees thanked everyone who attended.

The meeting was adjourned at 1:27 p.m.

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**COMMITTEE MEMBERS PRESENT:**

Rita Collver, Trustee and Chair  
 Carol Ann Sloat, Trustee  
 Diane Sowers, Trustee –  
 William Lovekin, Volunteer  
 Richard Sroka, Volunteer  
 Dave Dean – Board Chair

**RESOURCE STAFF PRESENT:**

Jamie Gunn, Superintendent of Business and Treasurer  
 Cindy Smith, Manager of Business Services

Bruce Lowe, PwC Internal Auditor  
 Christopher O'Connor, Partner PwC

B Schell, Millard, Rouse and Rosebrugh-External Auditor

**REGRETS:**

Brenda Blancher, Director of Education

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**Minutes**

## 1. Call to Order and Welcome and Introductions-Chair

Chair Collver welcomed the committee members and resource staff and called the meeting to order at 6:00 p.m. Introductions were made to welcome all present.

## 2. Declaration of Conflict of Interest

The Chair reminded the committee, to declare any conflicts of interest in writing, as per 4.14 in the terms of reference. No declarations of conflicts of interest were received.

## 3. Review November 22, 2016 Agenda – Chair

Moved by: D Sowers

Seconded by: CA Sloat

“That the Audit Committee approve the agenda of November 22, 2016.”

CARRIED.



## Audit Committee

Tuesday, November 22, 2016

6:00 p.m.

Norfolk School Support Centre, Waterford  
Dogwood Room

### 4. In Camera Session

An in-camera session was not required.

### 5. Minutes

#### 5.1. Approval of September 20, 2016 minutes.

CA Sloat questioned when the committee will receive an update on all completed Audit findings.

PwC will look at all open findings of the audits and will provide the report once per year. This includes staff required actions and the report will include a dash board that outlines; closed audits, open audits, findings, rating, tracking of the findings and the anticipated closing dates.

J Gunn reported that some of the past finding were more observations then recommendations. PwC reported that some of the ratings were not actionable findings and the report will only identify the actionable items from Audits that have not been closed. PwC will bring this report forward prior to the end of August.

Moved by: R Sroka

Seconded by: D Sowers

"That the Audit Committee approves the minutes as of September 20, 2016."

CARRIED.

### 6. Internal Audit

#### 6.1. IT Service Delivery Audit Report

PWC auditor Mr. Lowe presented the IT Service Delivery Audit Report and highlighted PCW's audit approach, and reported on the summary of internal audit results, observations and the considerations for improvement.

R Sroka asked about the moderate concerns in the findings and if it required action or awareness. PWC clarified the role of the internal auditor and that an internal auditor makes recommendations but it is up to the management teams to make changes to the business.

J Gunn explained the importance of Service Level Agreements within IT and the importance of setting expectations, prioritizing and delivery times for both internal and external service level. PWC reported that in their experience that there is often differences between Business Services expectations and IT expectations and



## Audit Committee

Tuesday, November 22, 2016

6:00 p.m.

Norfolk School Support Centre, Waterford

Dogwood Room

developing a service level agreement is a helpful and reasonable process to complete.

In response to IT Service Level agreement questions, PwC clarified that they identified the risks where there are no formal service level agreements.

The committee discussed the nature of the help desk tickets that were not closed. C Smith clarified that the responsibility of closing the ticket depends on the staff person to reply the issue has be resolved.

CA Sloat questioned the use of the word 'Board'. PwC clarified that when they refer to the Board it is a general term for the organization. They use the Board of Trustees to refer to the elected body.

This committee confirmed that IT Service Delivery Audit Report will be attached to the minutes of this meeting when they go to Board.

### 6.2.2016: B10 & SB31 Update on Regional Internal Audit Consistency Measures

J Gunn reviewed both Ministry memorandums that highlighted the purpose of the RIAT and the measures that are underway to provide consistency across the Province.

PwC clarified on how an internal audit advises/consults. This would look at risks, controls and recommendations.

R Colver inquired on the current process and whether or not surveys are completed after the completion of the audit. PwC clarified that an assessment is completed at the completion of all audits by participants of the Internal Audit process.

SB31 highlights the Regional Internal Audit Performance Review, the mandate and an update on the Regional Internal Audit Coordinator.

J Gunn suggested that the draft mandate with changes be reviewed and adopted at the March 2017 meeting.



## Audit Committee

Tuesday, November 22, 2016

6:00 p.m.

Norfolk School Support Centre, Waterford

Dogwood Room

### 6.3. RIAT plans for 2016-17

J Gunn informed the committee of the upcoming RIAT plans that were previously discussed.

The RIAT looked at the Audits requested by the Boards in the region and the budget available, recommended that all the Boards review and revisit the Risk Assessment and complete one audit per Board for the 2016-17 school year.

J Gunn informed the committee that at the next RIAT meeting, they will be finalizing the recommendations. J Gunn discussed the value in the past Audits and the staff resources.

PwC identified that the Risk Assessment should be an evolving tool that should not have to be completed every three years. PwC will include the Audit Committee and management team in the development of the Risk Assessment. The Audit plan will fall out of the Risk Assessment. PwC identified that the Risk Assessment exercise will take the whole year and the plan will be an outcome of the assessment.

J Gunn suggested that the Audit be chosen from the past Risk Assessment Plan and both identified audits would be a worthwhile process and similar value; Budget Planning Development Control and Facility Capital Planning and Forecasting.

The Committee discussed the inherent or residual risks of the two proposed audits.

B Lovekin inquired whether or not the scope could be scaled down to complete both audits. PwC shared that the process is established to provide the fullest approach with the best value and that scaling it down might now provide an efficiencies but would likely compromise outcomes/value to the Audit Committee and Board.

After being asked by the committee, J Gunn shared there is more value with completing the Budget Planning and Development Control Audit.

Moved by: D Sowers

Seconded by: B Lovekin



## Audit Committee

Tuesday, November 22, 2016

6:00 p.m.

Norfolk School Support Centre, Waterford

Dogwood Room

"That the Internal Auditor, PwC complete a Risk Assessment and complete the Budget Planning Control Audit in 2016-17."

### 7. External Audit

#### 7.1. 2015-16 Financial Statements

C Smith presented and highlighted the 2015-16 Financial Statements, highlighting areas of difference and reviewed the notes. It was requested that questions pertaining to the Financial Statements be provided by email before noon on Tuesday November 29th, 2016 in order for staff to provide time to prepare a full response addressing the questions. Questions and responses will be reviewed with the committee at the next Audit Committee meeting of December 6, 2016.

J Gunn discussed the decrease in deficit and forecasting for the future.

### 8. Other Business

#### 8.1. Audit Committee Self-Assessment Tool

The committee reviewed the revised Audit Committee Self-Assessment Tool and confirmed that committee members must complete the tool and submit to J. Gunn on or before November 29, 2016 in order for the summary to be included at the next meeting.

### 9. Consent Items

9.1. The Consolidated Due Diligence Report, May 3, 2016-September 9, 2016 was received as information.

9.2. PWC Internal Audit Webcast- The Chair highlighted her findings from the webinar. The committee received the link for the webcast shared by the Chair.

The committee and PWC discussed in camera items and the Boards process having In Camera items bound by the Education Act. PWC informed the committee when and where items are pulled from a report.

9.3. Whistle Blower Policy- The committee received the draft policy as information and was encouraged to provide any feedback to Kathryn Underwood.



## Audit Committee

Tuesday, November 22, 2016

6:00 p.m.

Norfolk School Support Centre, Waterford  
Dogwood Room

### 10. Future Meeting Dates-Chair

- **Tuesday, Dec. 6, 2016** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm
- **Tuesday, March 28, 2017** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm  
Agenda Topic – Facility Services Data / Facility Condition Index overview
- **Tuesday, May 9, 2017** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm

### 11. Adjournment-Chair

Moved by: CA Sloat

Seconded by: D Sowers

That the Audit Committee of September 20, 2016 adjourn at 8:21 p.m.

CARRIED.

DRAFT

# ***Grand Erie District School Board***

## **IT Service Delivery**

*Final Internal Audit Report*

**18 November 2016**

### **Distribution List**

#### **For action**

David Abbey – Superintendent of Education

Jamie Gunn – Superintendent of Business & Treasurer

John Ecklund – Manager, Information Technology

#### **For information**

Audit Committee

Regional Internal Audit Team

### **Limitations & Responsibilities**

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# Summary of Internal Audit Results

## Background Information

The Grand Erie District School Board's ("GEDSB" or the Board) internal IT Department that manages IT Services (e.g., internet, applications) provided to the schools and the Board. There are a few IT services that are outsourced and managed by third party providers. The IT Department is led by the IT Manager who reports to the Superintendent of Education.

Key IT Services provided by IT Department include the following:

- Application support (e.g., changes, security and operations);
- Hardware support (e.g., projectors, laptops, iPads);
- E-mail;
- Network and Infrastructure (e.g., internet, wireless connection);
- Voice communications;
- Technical support (Service Desk); and
- Backup and recovery.

The internal audit considered GEDSB's IT Service Delivery process which is the management of IT Services to ensure that services are provided as agreed by the service provider (IT or third party) to the customer (Board and school). IT Service Delivery areas included in the review were as follows:

- *Define and manage service levels:* management of IT services, ensuring that agreed services are delivered when and where they are supposed to be delivered.
- *Manage performance and capacity:* process that ascertains that IT infrastructure (e.g., network, software, and hardware) is provided at the right time in the right volume, and ensuring that IT is used in the most efficient manner. It ensures that application systems are up and available for use according to the conditions of the Service Level Agreements (SLAs).
- *Manage service desk and incidents:* responding timely and effectively to user queries and problems to minimize impact of incidents or issues to IT operations.
- *Communicate management aims and direction:* communication between IT management and business customers regarding services required for development of IT service level agreements.

The engagement has been performed in accordance with the scope of work per Appendix A.

## Report Classification

GEDSB is aware of the importance of the services offered by IT. As such, IT has implemented processes and tools to effectively provide the IT services required by the Board and school. However, it was noted during the review that the current process around managing IT services and service levels is not formalized/standardized and there is no formal monitoring process.

Currently, Service Level Agreements (SLAs) between the Board and schools with IT are not formally defined, documented and managed. The process for managing service levels within GEDSB is currently informal and reactive. While there are no formal SLAs, it is a priority of IT, with the limited IT resources, to provide critical IT services that will meet Board and Schools' requirements. GEDSB has also tools and processes (e.g., SolarWinds, Survey Monkey, ServiceDesk tickets reporting) to log and monitor some critical IT service performance. However, currently there is no formal process to monitor, review and resolve/action (as required) reports or outputs from these tools.





There are third party providers that provide IT Services to the Board and Schools. A formal contract is documented and signed for the services provided by third parties. Additionally, individual relationship owners or contacts have been assigned to each third party provider to manage and provide oversight to contracts and services. Processes in place for managing and monitoring IT service delivery of third party providers are currently informal. There are also no measurement activities and no reporting by third parties on services provided.

GEDSB has a dedicated Service Desk team that serves as users (Board and Schools') first point of contact for handling both IT incidents and requests for IT services. While there is no formal documentation around an Incident and Management process, the Service Desk follows a specified process in receiving, analyzing, assigning and resolving incidents or requests. The requestor is provided with an e-mail notification including updates as to the status of incident/request. The Service Desk ticket is usually closed after confirmation from the requestor that proper action was taken on the request. In addition, the Service Desk ticket report is generated and reviewed at least monthly to analyze and action open tickets. During the review of the Service Desk tickets, it was noted that some IT requests/incidents are not resolved in a timely manner or still open for more than two weeks.

Availability and capacity requirements are identified and considered when implementing significant systems or IT services. However, the process for this is currently informal. There is no process for planning availability and capacity to address future IT system demands or requirements. Action taken toward managing availability and capacity is typically reactive which are identified during ad hoc reviews. While the process is informal, IT tries to manage availability and capacity of IT resources/services that meet Board and Schools' requirements. For example, IT's objective is to provide 100% availability on critical applications, PowerSchool, IPPS (HR/Payroll system) and SAS (Finance application), except during maintenance windows which are communicated in advance to affected users. As documented, GEDSB has a tool (i.e., SolarWinds) to monitor availability and capacity of critical IT systems. The tool notifies IT via automated e-mail of any identified issues, such as, disk space, network traffic & load, and CPU Load. The monitoring and review process for identify these issues is currently informal and reactive.

GEDSB uses NetVault software to backup critical data and applications such as PowerSchool, IPPS (HR system) and SAS (Finance application) on a daily basis (transactions). Currently, Board and Schools are not involved in defining backup and retention requirements. Also, there is no process to test the recoverability of backed up data. GEDSB is currently in the process of defining and developing their Business Continuity Plan (BCP). Both the Board and Schools are involved in this process.

Based on the controls identified and tested as part of the Internal Audit of the Board's IT Service Delivery process and controls we have determined that there is reasonable evidence to indicate that:

|  | No or limited scope improvement | No Major Concerns Noted  | Cause for Concern   | Cause for Considerable Concern |
|--|---------------------------------|--|---|--------------------------------|
| Service Level Agreements                   |                                 |  |  |                                |
| Communication & Service Level Expectations |                                 |  |  |                                |
| Performance & Capacity                     |                                 |  |  |                                |
| Service Desk & Incident Management Problem |                                 |  |   |                                |

Management has provided comprehensive action plans, which we believe will address the deficiencies noted.

---

## *Summary of Positive Themes*

The following process strengths have been noted:

- Although there are no formal SLAs, IT Department aims to provide critical services (e.g., network availability) that meet the Board and Schools' requirements. GEDSB also has tools and processes (e.g., SolarWinds, Survey Monkey, ServiceDesk tickets) for monitoring IT service performance.
- A relationship contact is assigned to each third party provider as a point of contact to coordinate and manage services provided. In addition, a signed contract is required for all third party providers providing critical services to the Board and school.
- Corporate Services (comprised of IT, the Board and Schools) meetings are scheduled monthly. Part of meeting agenda is related to IT which may include discussion on the issues around IT services. Currently discussed during the monthly meetings is the development of the Business Continuity Plan.
- GEDSB uses a tool (e.g., SolarWinds) to monitor performance including availability and capacity related issues such as network and systems availability, disk space and network traffic/bandwidth. The tool has the function to send automated emails or alerts for issues identified.
- A new IT project and/or service request process was implemented using the project management database that is used to track and prioritize requests. Requests are reviewed and approved by the IT manager. Any request which falls beyond the IT departmental scope is communicated to the requesting manager or principal for review and approval.
- An Incident Management tool is used to track incidents raised by the Board and Schools personnel, and each incident is prioritized based on the type of request.
- The Board has a dedicated Service Desk team to handle incidents and any related IT requests. The team performs the first level resolution. If required, the request is escalated to the appropriate team for further action. All requests are logged and tracked through the Service Desk ticketing tool. The requestor is provided with status of the requests.
- The IT team performs a daily full backup and a transactional back-up every 15 minutes of key production data.

## Summary of Findings

| Finding #                                   | Topic   | Rating <sup>1</sup> |          |     | Management Action |
|---|---|---------------------|----------|-----|-------------------|
|   |   | Significant         | Moderate | Low |                   |
| Service Level Agreements:                   |   |                     |          |     |                   |
| 1   | Develop and Manage IT Service Level Agreements (SLAs) |                     | x        |     |                   |
| 2   | Manage Third Party Service Providers                  |                     |          | x   |                   |
| Communication & Service Level Expectations: |   |                     |          |     |                   |
| 3   | Develop IT Continuity Plan                            |                     | x        |     |                   |
| Performance & Capacity:                     |   |                     |          |     |                   |
| 4   | Manage IT Availability and Capacity                   |                     | x        |     |                   |
| Service Desk & Incident Management Problem: |   |                     |          |     |                   |
| 5   | Manage Service Desk Request and Incidents             |                     | x        |     |                   |
| Total                                       |   | 0                   | 4        | 1   |                   |

## Summary of Significant Findings

No significant issues noted.

## Management Comments

I've reviewed the report and agree (with caveats) with the overall findings and recommendations the report presents. Operationalizing the recommendations contained in this report will require commitment from the senior team to proceed, as well interdepartmental by any SLA between IT and Functional Departments.

### Service Level Management:

#### Internal

The current state of the infrastructure at Grand Erie will prevent any internal SLA from offering 99.99 levels of service. IT can initially offer lower levels of service with internal SLA's reflective of the state of the infrastructure at Grand Erie District School Board at this time.

#### External

Monitoring of service delivery from third party providers can be measured and monitored. However, in the event of a shortcoming in service from a third party provider, current vendor agreements and contracts lack any terminology to support a punitive damage claim. Future contracts and SLA's would have to be re-written to include language to support such a claim, if the vendors will agree to these revisions which in my experience have met with mixed success in a school board environment.

Therefore, if there is no benefit/reward/recourse for the school board in the event of a third party breach of a SLA, the action of monitoring third party providers is not required. However, these vendor relationships should be acknowledged by all stakeholders.

**Capacity and Availability:**

Grand Erie IT does monitor the levels of, for example disk usage and memory usage using our current monitoring tools. The alerts that get created from the system (in this example disk or memory usage) will result in corrective action from the server administrator or in the case of a school server a school tech.

Better monitoring software is an option. A better option is the removal of all school servers and the upgrading of the data center disk arrays to allow all of the school data to be stored centrally. This option was not open to Grand Erie District School Board in the past due to the slow network speed across the school district. With the implementation of the high speed Bell fibre network the centralized option of storage should be explored. A model of centralized storage and virtual servers is the best model to meet SLA's and provide dynamic sustainable service.

**IT Service Continuity:**

The investigative process to understand the Business Continuity needs of Grand Erie District School Board has started and will result in recommendations to move forward with a formal Business Continuity model for Grand Erie District School Board to implement and maintain.

Name: John Ecklund  
Title: Manager, Information Technology  
Date: 25/08/2016

## Detailed Observations

### Findings & Action Plans

| Finding  | Rating <sup>1</sup>         | Recommendation & Action Plan   |
|--|-----------------------------|--|
| <b>1. Develop and Manage IT Service Level Agreements</b>   |                             |  |
| <b>Observation</b><br>GEDSB currently has no formal approach in establishing and monitoring IT service levels and performance. Service levels (e.g., IT Continuity, Capacity and Availability) have not been properly discussed and agreed between IT and the Board/Schools. IT currently provides the level of service it considers/thinks is needed or required by the Board/Schools.<br><br>There is no service level monitoring or reporting in place. | <b>Overall</b><br>Moderate  | <b>Recommendation</b><br>GEDSB should develop Service Level Agreements (SLAs) between IT and the Board and Schools. SLA's should include the definition of, and agreement on, all critical and significant IT services and service levels required. IT and Board/School management should coordinate and formulate the SLA's to ensure responsibilities and service level metrics are well defined and aligned as per Board's objectives. GEDSB should actively review on a periodic basis, and update as required, the SLA's to ensure alignment of IT and Board/Schools' objectives.<br><br>GEDSB should implement processes (using automated tools, where feasible) to monitor and report service level achievements or performance. In addition, IT satisfaction surveys or feedback and review of Service Desk tickets should be conducted. The results should be reviewed, analyzed and acted upon (as needed) to identify negative and positive trends for individual services as well as for services overall. |
|  | <b>Impact</b><br>Medium     |  |
| <b>Implication</b><br>There is no alignment between IT (including third parties) services and Board/Schools' requirements. Board and Schools are not aware of all the critical IT services offered. Absence of SLA's will result in a lack of clear understanding of responsibilities and accountabilities by parties (e.g., Board/Schools and IT). Management is not aware of the quality of the service delivered.                                       | <b>Likelihood</b><br>Likely | <b>Management Action Plan</b><br>Review with senior team. With approval, proceed to develop SLA's as required and IT satisfaction/feedback surveys can be requested from staff on project or work order completion.<br><br>Set-up a monitoring framework to ensure the services provided align with the terms of the SLA.  |
| <b>Root Cause</b><br>GEDSB does not have Service Level Agreements (SLAs) for critical or significant IT services.  |                             | <b>Responsibility</b><br>John Ecklund – Manager of IT<br><br><b>Due Date</b><br>Spring 2017  |

<sup>1</sup> See Appendix B for Basis of Finding Rating and Report Classification

| Finding  | Rating                        | Recommendation & Action Plan   |
|--|-------------------------------|--|
| <b>2. Manage Third Party Service Providers</b>   |                               |  |
| <b>Observation</b><br>GEDSB does not have a formal process in place for managing and monitoring IT service delivery of third party providers to ensure the continuing adherence to the SLA's or contract agreements.   | <b>Overall</b><br>Low         | <b>Recommendation</b><br>GEDSB should implement a process in place to monitor service delivery to ensure that third party providers are meeting current Board/Schools' requirements and continuing to adhere to the contract agreements and SLA's.   |
|  | <b>Impact</b><br>Medium       |  |
|  | <b>Likelihood</b><br>Unlikely | <b>Management Action Plan</b><br>Review with senior team. With approval, review any and all vendor contracts to determine feasibility to monitor third party services. In the absence of SLA's or contract agreements that would make the monitoring exercise a feasible work effort, develop a risk acknowledgement form for stakeholders to sign.<br><br><b>Responsibility</b><br>John Ecklund – Manager of IT<br>Cindy Smith – Manager of Business Services |
| <b>Implication</b> <ul style="list-style-type: none"> <li>There is no alignment between IT (including third parties) services and Board/Schools' requirements.</li> <li>Absence of SLAs will result in a lack of clear understanding of responsibilities and accountabilities by parties (e.g., Board/Schools and Third Party).</li> <li>Cost/expenditures on third party services are not in line with the services delivered.</li> <li>Management is not aware of the quality of the service delivered.</li> </ul> |                               |  |
| <b>Root Cause</b><br>GEDSB does not have a process in place to manage and monitor third party service providers.   |                               | <b>Due Date</b><br>Spring 2017   |



| Finding  | Rating   | Recommendation & Action Plan  |
|--|--|---|
| <b>3. Improve IT DR/Continuity</b>   |  |   |
| <p><b>Observation</b></p> <p>GEDSB currently does not have a formal IT Continuity Plan that incorporates requirements from Board/Schools around IT services. However, it was identified during fieldwork that GEDSB is in the process of developing Business Continuity Plan.</p> <p>While GEDSB perform regular backups of all production data, there is no formal discussion between Board/Schools and IT on back-up requirements (e.g., retention, restoration). In addition, there is currently no formal restoration testing process in place to test the recoverability of backed up data.</p> | <p><b>Overall</b><br/>Moderate</p> <p><b>Impact</b><br/>Medium</p> | <p><b>Recommendation</b></p> <p>IT, in cooperation with Board/Schools, should incorporate an IT continuity plan or framework in the Business Continuity Plan being developed. The IT Continuity Plan should include the following:</p> <ul style="list-style-type: none"> <li>• Requirements (including IT service) from Board/Schools;</li> <li>• Identification of facilities and equipment (hardware and software) to support the interim processing and restoration of computer operations according to the priorities established with the Board/Schools;</li> <li>• Communication protocols to be followed in the event of an IT disaster including staff responsibilities, notification, substitution, and access procedures;</li> <li>• Periodic testing (at least annually) of systems to be used during the Disaster Recovery should be conducted by IT and Board/Schools; and</li> <li>• Disaster Recovery plan is distributed to appropriate individuals on the distribution list.</li> </ul> <p>GEDSB should involve both IT and Board/Schools in defining the backup and restoration requirements. These requirements should reviewed and evaluated on a periodic basis. GEDSB should also document and implement a process for periodic testing of recoverability of systems and data from backup media.</p> |
| <p><b>Implication</b></p> <ul style="list-style-type: none"> <li>• School operations may be affected in the occurrence of certain events such as power failure, hardware failure, network disruption or total loss of IT operations.</li> </ul>  | <p><b>Likelihood</b><br/>Likely</p>                                | <p><b>Management Action Plan</b></p> <p>The Board Business Continuity Plan including IT Continuity is currently in development by a planning committee that includes all service area managers/representatives. 2016-17 Operating Plans suggests that a draft plan be provided to the Board in the spring of 2016-17 so that it can inform the Board of the 2017-18 budget in the spring of 2017 by identifying resources required to begin implementation in 2017-18.</p>  |

|  |  |  |
|--|--|--|
|  |  |  |
| <ul style="list-style-type: none"><li>Computer processing may not be resumed within an acceptable period of time, thereby adversely affecting school operations.</li></ul> |  | <b>Responsibility</b><br>John Ecklund – Manager of IT<br>Jamie Gunn – Superintendent of Business & Treasurer |
| <b>Root Cause</b><br>GEDSB does not have a formal IT Continuity Plan.  |  | <b>Due Date</b><br>Summer 2018   |

| Finding   | Rating                      | Recommendation & Action Plan   |
|---|-----------------------------|--|
| <b>4. Manage IT Availability and Capacity</b>   |                             |  |
| <b>Observation</b><br><br><p>GEDSB does not have formal availability and capacity management processes in place. Availability and capacity should be considered when implementing significant systems or IT services, however these are not formally defined and documented. In addition, there is no formal availability and capacity planning in place. Ad-hoc corrective action takes place typically in response to availability and performance problems or issues (if any).</p> | <b>Overall</b><br>Moderate  | <b>Recommendation</b><br><p>GEDSB should consider implementing a formal process for planning and managing performance, availability and capacity of IT services and resources. The plans should be linked directly to service level needs. Availability and capacity forecasting should be performed regularly to minimize risk of service disruption.</p> <p>GEDSB should consider updating the current configuration of the monitoring tool to provide automated early warning on any capacity and availability related issues. The configuration should be established based on documented utilization/performance criteria (SLAs). GEDSB should assign resources to pro-actively monitor, review and resolve the alerts from the tool.</p> <p>Also, availability and capacity service level achievements and performance should be included in the SLA's monitoring and analysis/review process as documented in the recommendation above.</p> |
|   | <b>Impact</b><br>Medium     |  |
|   | <b>Likelihood</b><br>Likely | <b>Management Action Plan</b><br><p>Much of the recommendations are currently being done including monitoring of performance, availability and capacity at predefined thresholds. Any indicator over the predefined threshold results in the triggering of alerts to system administrators (emails, text messages) allowing IT staff to intervene before the end-user or production environment is affected. If Budget allows IT would entertain the acquisition of new improved monitoring software and new hardware for the data center including the relationship to established SLA's. We will be presenting requirements to the Board for approval of funding including a sustainable 5 year renewal cycle for technology.</p>  |
| <b>Implication</b><br><p>There is an increased risk of system unavailability due to resource capacity and performance issues and problems.</p>  |                             |  |

|   |   |
|---|---|
|   | <p>We currently have pre-set limits at 80% thresholds, for example for disk usage or network usage. Any metric exceeding this limit will send an alert to an IT staff member to allow IT staff time to review and respond before the usage hits 100% at which time system performance will be impacted.</p> <p>With the new Aruba Access Points (AAP's) we have purchased for our Secondary Schools, we are able to 'shape traffic', that is allocate set network bandwidth to different groups of users (Staff, Students). This is something we did not have the capacity to do in prior years. This will ensure that performance, availability and capacity of the network will be operating within controlled parameters. The target here is to always have fast responsive connectivity in the schools for wireless devices and once connected, a responsive network. These Access Points come with management software that tracks the performance of all of the AP's in our schools. From this management console we are alerted if anything is wrong or is in a state of failing. These AP's can be restarted and reconfigured remotely as requested. Since the introduction of the new AP's, our calls to the Help Desk for Secondary School Network problems has decreased from 42 calls per month to three calls per month.</p> <p>The new servers and storage we are planning to acquire for the Data Center include real-time notifications that a server or disk drive is failing. These notifications result in the defective part being replaced before the part becomes inoperable.</p> <p>Our expectation is to offer robust systems that allow our users system uptime relating to the terms of our SLA's.</p> <p><b>Responsibility</b><br/>John Ecklund – Manager of IT</p> <p><b>Due Date</b><br/>TBD – based on Budget</p> |
| <p><b>Root Cause</b><br/>GEDSB does not have formal process in place to manage performance, availability and capacity of IT services/systems.</p> |   |

| Finding   | Rating   | Recommendation & Action Plan   |
|---|--|--|
| <b>5. Manage Service Desk Request and Incidents</b>   |  |  |
| <p><b>Observation</b></p> <p>During the review of Service Desk tickets submitted from September 2015 to July 2016 (11 months), it was noted that some IT requests/incidents are not closed in a timely manner or still open for more than two weeks. Below are results of the review:</p> <p>559 Open Tickets (4.65% of 12023)</p> <ul style="list-style-type: none"> <li>• 4.47% are open for more than 6 months</li> <li>• 24.51% are open between 3 to 6 months</li> <li>• 66.73% are open between 1 to 3 months</li> <li>• 4.29% are open within one month</li> </ul> <p>Closed Tickets</p> <ul style="list-style-type: none"> <li>• 0.92% were closed between 6 to 12 months</li> <li>• 2.61% were closed between 3 to 6 months</li> <li>• 21.77% were closed between 1 to 3 months</li> <li>• 34.89% were closed between 2 weeks to 1 month</li> <li>• 39.79% were closed within two weeks</li> </ul> | <p><b>Overall</b><br/>Moderate</p> <p><b>Impact</b><br/>Medium</p> <p><b>Likelihood</b><br/>Likely</p> | <p><b>Recommendation</b></p> <p>GEDSB should implement formal incident and problem management process which service desk procedures should be included. Defined timelines should be established in resolving service or incident requests. Any incidents that cannot be resolved immediately should be appropriately escalated according to limits defined in the SLA's. In addition, tickets that are already resolved or actioned should be closed timely.</p> <p>GEDSB should also formalize the periodic review of service tickets. Open tickets should be reviewed, investigated and actioned accordingly. Service desk activity reports should be able to be produced and analyzed to measure service performance and service response times and to identify trends or recurring problems, so service can be continually improved.</p> |
| <p><b>Implication</b></p> <ul style="list-style-type: none"> <li>• Increases the risk of adverse impact on the operations of Board/Schools caused by incidents, errors or issues in the IT systems or services; and</li> <li>• Normal service operation is not restored as quickly as possible during incidents.</li> </ul>   |  | <p><b>Management Action Plan</b></p> <p>Review closing process with Supervisor of Infrastructure and School Techs to ensure resolved tickets are closed in a timely manner. Also, bi-weekly review of unresolved tickets.</p> <p>Also reviewing the delivered reports that exist within the Help Desk software to measure service performance and to take corrective action as required.</p>   |
| <p><b>Root Cause</b></p> <p>GEDSB does not have formal process for incident and problem management.</p>   |  | <p><b>Responsibility</b></p> <p>John Ecklund – Manager of IT.</p> <p><b>Due Date</b></p> <p>Fall 2016</p>  |

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## ***No Additional Considerations for Improvement Noted***

None Noted

## Appendix A: Background & Scope

### *Information Technology – Service Delivery* 2015/16 Grand Erie District School Board

#### Scope (incl. exclusions)

**This audit includes Plan, Deliver and Support IT Services.**

- Define and manage service levels;
- Manage performance and capacity;
- Manage service desk and incidents; and
- Communicate management aims and direction.

Note: Where appropriate, this audit program has been aligned with the COBIT framework.

**Scope Exclusion:** IT Continuity, Configuration, Operations and Data management. End User Computing Environment or applications not supported by IT will be considered out of scope as well.

#### Objectives (e.g. areas of focus, control procedures, additional context)

- Effective communication between IT management and business customers regarding services required is enabled by a documented definition of, and agreement on, IT services and service levels;
- The need to manage performance and capacity of IT resources requires a process to periodically review current performance and capacity of IT resources;
- Timely and effective response to IT user queries and problems requires a well-designed and well-executed service desk and incident management process; and
- Management develops service level agreements with user groups and defines and communicates policies relating to IT support services.

#### Scope Period

- September 2014 to August 2015

#### Contacts

- John Ecklund, Manager of Information Technology Services
- Jamie Gunn, Superintendent of Business & Treasurer (as required)

## Appendix B: Basis of Finding Rating and Report Classification

### Findings Rating Matrix

| Audit Findings Rating |               | Impact   |             |             |
|-----------------------|---------------|----------|-------------|-------------|
|                       |               | Low      | Medium      | High        |
| Likelihood            | Highly Likely | Moderate | Significant | Significant |
|                       | Likely        | Low      | Moderate    | Significant |
|                       | Unlikely      | Low      | Low         | Moderate    |

### Likelihood Consideration

| Rating        | Description  |
|---------------|--|
| Highly Likely | <ul style="list-style-type: none"> <li>History of regular occurrence of the event.</li> <li>The event is expected to occur in most circumstances.</li> </ul>       |
| Likely        | <ul style="list-style-type: none"> <li>History of occasional occurrence of the event.</li> <li>The event could occur at some time.</li> </ul>                      |
| Unlikely      | <ul style="list-style-type: none"> <li>History of no or seldom occurrence of the event.</li> <li>The event may occur only in exceptional circumstances.</li> </ul> |



**Impact Consideration**

| Rating | Basis                  | Description   |
|--------|------------------------|---|
| HIGH   | Financial Impact       | Financial impact likely to exceed \$519,000 in terms of direct loss or opportunity cost.  |
|        | Judgemental Assessment | <p><b>Internal Control</b><br/>Significant control weaknesses, which would lead to financial or fraud loss.</p> <p><b>An issue that requires a significant amount of senior management/Board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>• Failure to meet key strategic objectives/major impact on strategy and objectives.</li> <li>• Loss of ability to sustain ongoing operations: <ul style="list-style-type: none"> <li>- Loss of key competitive advantage / opportunity</li> <li>- Loss of supply of key process inputs</li> </ul> </li> <li>• Significant reputational impact such as political ramifications/Ministry involvement.</li> </ul> <p><b>Legal / Regulatory</b><br/>Large scale action, major breach of legislation with very significant financial or reputational consequences.</p> |
| MEDIUM | Financial Impact       | Financial impact likely to be between \$130,000 and \$519,000 in terms of direct loss or opportunity cost.  |
|        | Judgemental Assessment | <p><b>Internal Control</b><br/>Control weaknesses, which could result in potential loss resulting from inefficiencies, wastage, and cumbersome workflow procedures.</p> <p><b>An issue that requires some amount of senior management/Board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>• No material or moderate impact on strategy and objectives.</li> <li>• Disruption to normal operation with a limited effect on achievement of corporate strategy and objectives</li> <li>• Moderate reputational impact such as media scrutiny.</li> </ul> <p><b>Legal / Regulatory</b><br/>Regulatory breach with material financial consequences including fines.</p>   |
| LOW    | Financial Impact       | Financial impact likely to be less than \$130,000 in terms of direct loss or opportunity cost.  |
|        | Judgemental Assessment | <p><b>Internal Control</b><br/>Control weaknesses, which could result in potential insignificant loss resulting from workflow and operational inefficiencies.</p> <p><b>An issue that requires no or minimal amount of senior management/Board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>• Minimal impact on strategy</li> <li>• Disruption to normal operations with no effect on achievement of corporate strategy and objectives</li> <li>• Minimal reputational impact.</li> </ul> <p><b>Legal / Regulatory</b><br/>Regulatory breach with minimal consequences.</p>   |

**Audit Report Classification**

| <b>Report Classification</b>               | <b>The internal audit identified one or more of the following:</b>  |
|--|---|
| <b>Cause for considerable concern</b>      | <ul style="list-style-type: none"> <li>• Significant control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met.</li> <li>• An unacceptable number of controls (including a selection of both significant and minor) identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Material losses have occurred as a result of control environment deficiencies.</li> <li>• Instances of fraud or significant contravention of corporate policy detected.</li> <li>• No action taken on previous significant audit findings to resolve the item on a timely basis.</li> </ul> |
| <b>Cause for concern</b>                   | <ul style="list-style-type: none"> <li>• Control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met.</li> <li>• A number of significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Losses have occurred as a result of control environment deficiencies.</li> <li>• Little action taken on previous significant audit findings to resolve the item on a timely basis.</li> </ul>   |
| <b>No major concerns noted</b>             | <ul style="list-style-type: none"> <li>• Control design improvements identified, however, the risk of loss is immaterial.</li> <li>• Isolated or “one-off” significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Numerous instances of minor controls not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Some previous significant audit action items have not been resolved on a timely basis.</li> </ul>  |
| <b>No or limited scope for improvement</b> | <ul style="list-style-type: none"> <li>• No control design improvements identified.</li> <li>• Only minor instances of controls identified as not operating which have mitigating back-up controls, or the risk of loss is immaterial.</li> <li>• All previous significant audit action items have been closed.</li> </ul>  |