



**GRAND ERIE DISTRICT SCHOOL BOARD**  
**Inaugural Board Meeting**  
**December 9, 2013**  
**Education Centre, Board Room**

**A G E N D A**

**A – 1      Opening**

- (a) Roll Call (**6:30 pm**)
- (b) In Camera Session
  - (i) Personnel Matter
  - (ii) Legal Matter
- (c) Welcome to Open Session (**7:15 p.m.**)
- (d) Chair's Inaugural Address
- (e) Reading of Trustee Code of Ethics
- (f) Declaration of Conflict of Interest
- (g) Agenda Additions/Deletions/Approval
- (h) In Camera Report
- (i) Memorials
- (j) Presentations
- (k) Delegations

**B – 1      Approval of Minutes**

- \* (a) Regular Board - November 25, 2013
- \* (b) Board Nomination - December 2, 2013
- \* (c) Board Organizational - December 2, 2013

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

- \* (a) Trustee Replacement Process (from November 4 2013) J. Forbeck

**D – 1      Director's Report**

- \* (a) Draft Director's Annual Report - 2012–13

**E - 1      Student Trustee Report**

**F – 1      Chair/Vice-Chair Report**

**G – 1      Committee Report**

- \* (a) Striking Committee Report C.A. Sloat

**H – 1      New Business**

- \* (a) Audit Committee Minutes - November 26, 2013 D. Werden
- \* (b) Audit Committee Minutes - December 3, 2013 D. Werden
- \* (c) Audit Committee Annual Report D. Werden
- \* (d) Consolidated Financial Statements - August 31, 2013 J. Gunn
- \* (e) Signing Officers J. Gunn

(over)

- \* (f) Borrowing Authority J. Gunn
- \* (g) Revised Budget Estimates J. Gunn

#### I – 1 **Other Business**

- (a) Summary of Accounts - November 2013 J. Gunn
- \* (b) Joint Occupational Health & Safety Committee – J. Gunn  
Inspection Report – November 2013

#### J – 1 **Correspondence**

- \* (a) Near North District School Board
- \* (b) Ottawa Carleton District School Board
- \* (c) York Catholic District School Board
- \* (d) Sudbury Catholic District School Board

#### K – 1 **Adjournment**

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

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Joint Special Education Advisory Committee	December 11, 2013, 6:30 p.m.	Brant Haldimand Norfolk Catholic District School Board
Native Advisory Committee	December 17, 2013, 12:00 p.m.	Hagersville Secondary School/New Start/NATIONS
Special Education Advisory Committee	January 9, 2014, 6:30 p.m.	Board Room
Committee of the Whole No. 1	January 13, 2014, 7:15 p.m.	Board Room
Haldimand Secondary School Accommodation Review Committee	January 22, 2014, 7:00 p.m.	McKinnon Park Secondary School



# Trustee Code of Ethics

1. **Integrity:**

I will ensure that students are considered first as the basis for decision-making

2. **Respect:**

I will express my individual opinions on issues under consideration by the Board. When expressing individual views, I will respect the differing points of view of colleagues, staff, students and the public.

3. **Responsibility:**

I will base my actions on unimpeachable conduct, acting at all times with utmost good faith in accordance with my fiduciary duty.

4. **Relationships:**

I will play a lead role in promoting partnerships with the community to enhance programs and services for students.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Board of Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Trustee Appointment Process**

DATE: December 9, 2013

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ THAT the Grand Erie District School Board approve the interview and decision-making processes to appoint a trustee.

### **Background:**

On Monday, November 4, 2013, Trustees approved a motion to the Board to appoint a qualified trustee to the vacant position. The Secretary of the Board prepared a report which included a sample advertisement, application form and critical dates for the process. The posting closed on November 29, 2013. The names of the applicants were forwarded to the clerks in Brantford, Haldimand County and the County of Brant. To be qualified, a candidate must be over 18, a public school Board supporter and live in the geographic jurisdiction of the Grand Erie District School Board.

### **Timelines for interview and appointment process:**

December 9, 2013 – Trustees meet to review applications and decide to create a short list or interview all candidates. Interview questions and the interview process will be confirmed.

December 10 -12, 2013 – Applicants are informed about interview process and provided with a pre-question if deemed appropriate by trustees.

January 6-9, 2014 – A date needs to be confirmed for applicant interviews and selection.

January 13 or 20, 2014 – The appointment of the trustee will be announced at a Committee of the Whole meeting. Trustees may wish to consider holding Special Board meeting for final approval of the appointment to ensure we are within the 90 day provision in the Education Act.

January 27, 2014 – The appointment will be finalized for approval and/or this will be the official start date for the appointed trustee if a Special Board Meeting was held earlier in January.

### **Sample Interview Process and Questions:**

Interviews will take place in the Grand Erie Boardroom (in public) on \_\_\_\_\_ beginning at \_\_\_\_\_. Each candidate will have a \_\_\_\_\_ minute timeframe. Candidates will be greeted upon arrival and sequestered in the Brant room until his/her interview time.

**Confirming Decision-making process:**

All trustees are part of the interview. The Secretary of the Board will attend the interviews as a resource. A possible process for trustee consideration involves a series of voting rounds lasting until one candidate receives a majority of votes from the attending trustee voters. The following process could consist of the following rounds:

- Round One - All attending trustees will receive one ballot to vote for one candidate. Ballots will be tallied. The applicants with the one vote or less will be “eliminated” from the list and voting will enter round two.
- Round Two - The applicant with the least amount of votes in round two will be “eliminated” from the list and voting will enter round three.
- Rounds of voting will continue until one applicant has a majority of the attending trustee votes.

**Communication:**

The Directors office staff will provide interview process details to each candidate. All documentation for each qualified applicant will be posted on the board website. We will inform the media about the interview date and times. A document outlining the decision-making process will be posted on the website.

Respectfully submitted,

John Forbeck,  
Director of Education & Secretary

# GRAND ERIE

*Growing Excellence... Inspiring Success*



*Opening our Minds for Continued Growth*  
Director's Annual Report to the Community 2012-13

Visit the *Director's Annual Report to the Community* online at  
**[granderie.ca/directorsreport](http://granderie.ca/directorsreport)**

## MESSAGE FROM THE DIRECTOR

The *Director's Annual Report to the Community* is now available online. Moving to an online format allows us to share more stories and information with the community about the progress made for our students.

Stories within the report reflect our commitment to our students and to our *Multi-Year Plan*. We are proud of the gains made in student achievement and in support of student well-being.

Visit the report online and see why Grand Erie is your choice in education.

*John C. Forbeck*



## IN THE REPORT:

### *Achievement*

- Parenting and Family Literacy Centres
- Success in Achievement Results
- Strategies for Student Improvement

### *Environment*

- Facility Upgrades
- Energy Conservation
- Safe and Inclusive Schools
- Mental Health Strategy

### *Engagement*

- Student Voice
- GEPIC Supports School Councils
- Staff Mentorship
- Norfolk Public Library at Lakewood
- Kiwanis Field



*Engage, support and inspire all learners to achieve and succeed.*

**HOME PAGE BANNER** ([www.granderie.ca](http://www.granderie.ca))



**LANDING WEB PAGE**



**Message from the Director of Education, John C. Forbeck**

It is an honour for me, on behalf of Grand Erie District School Board, to present the 2012-13 Annual Report to the Community.

For the first time, this report is created online and in a digital format. Grand Erie has been a leader in the area of technology and teaching students twenty-first century skills through the implementation of our Education Technology Initiative ([insert link](#)). Making the Director's Report available online allows us to share more stories and data with the community about the progress made by our students.



Although we experienced challenges last year, Grand Erie continued to place a high priority on the relationships with our local employee groups. Together, the relationships became one true certainty in uncertain times.

The leadership from Senior Administration ([insert link](#)), Trustees ([insert link](#)), and from the 2012-13 Chair of the Board also enabled us to maintain a focus on our students and ensure that we communicated with parents and families.

- **Read a message from Rita Collver, 2012-13 Chair of the Board**

Our service to families who disproportionately shoulder the burden of unemployment, underemployment and the associated socioeconomic challenges continues to be a high priority for Grand Erie. In the spring of 2013, trustees

approved the establishment of a Compensatory Education Action Plan ([insert link](#)) that will honour the needs of schools that serve students living in neighbourhoods that can use additional support.

Grand Erie is working towards building equity for all students and we will champion educational advantages for those who will benefit from these opportunities. In order to give each student an equitable chance of success, we have to find ways to level the playing field to create opportunities and advantages for all students.

A number of stories within this online report reflect our commitment to Compensatory Education as well as the progress made in our Multi-Year Plan ([insert link](#)) and areas that are highlighted in our Board Improvement Plan ([link](#)).

Our students continue to shine within the three areas of our plan and this report outlines our accomplishments in Achievement, Environment and Engagement.

Click on the banners above to take you to the area that interests you.

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### Message from the 2012-13 Chair of the Board, Rita Collver

Trustees ([link](#)) granted me the privilege and opportunity to serve as Chair of Grand Erie District School Board with Vice-Chair David Dean for the 2012-13 year (both shown in photo).

Together with my colleagues, we work to ensure our goals and priorities are a reflection of our belief that *"students should be considered first as the basis for decision-making."* Trustees work hard to grow a culture of collaboration, respect, and decision-making that is based on what is in the best interest of students.



The 2012-13 Director's Annual Report to the Community is an opportunity to celebrate our growth and success as an organization. Our students remain at the centre of our school system and Trustees continue to hear the stories and accomplishments of our students that exceed our expectations.

The Board of Trustees is proud to be part of an organization that is strongly committed to its Multi-Year Plan ([link](#)) and the progress made in the areas of Achievement ([link](#)), Environment ([link](#)), and Engagement ([link](#)). We are fortunate to have outstanding and dedicated employees in all areas of Grand Erie who contribute to the high quality of education.

- **Visit the section on Grand Erie Facts ([link](#)) that highlights the Board's Operating Budget ([link](#)), a key responsibility of the Trustees.**

An area of great pride for me in 2012-13 is the announcement of our Parent and Family Literacy Centres ([link](#)) at Major Ballachey and Princess Elizabeth schools. This program is helping to prepare children for the start of school and engages parents in their child's learning.

Equally important is our focus on at-risk students and communities with the development of our Compensatory Education Action Plan ([link](#)) and the Compensatory Education Committee. This committee is comprised of members from the community, partners, principals, teachers, support staff, system leaders and trustees who help us build strategies to ensure resources and supports are in place for all students to be successful.

As we support our most vulnerable populations, we are encouraged by the work involved in the Child and Youth Mental Health Strategy ([link](#)). Our teachers are getting the support they need through training and resources that will make a difference for our students.

Our progress in student achievement and well-being is possible with the help of the Director of Education and all of the Superintendents of Education. They are to be commended for their effective leadership to build a culture of high expectations in all of Grand Erie schools and departments.

As well, our sincere thanks are extended to the Grand Erie staff members who, in their individual role and influence, cultivate a culture of hope and caring in students and for our students.

Parents and guardians are critical to the success of student achievement and well-being. Our commitment to parent engagement over the years continues to blossom and grow. Over my time as Chair, with Vice-Chair David Dean, we had the pleasure of conducting School Council visits ([link to story on website](#)), meeting with most of the School Councils throughout the Board to acknowledge their work and listen to their questions.

Grand Erie's vision is *Growing Excellence... Inspiring Success*. Our Board is growing a culture of excellence and success in people, in relationships, and in all our learners. We look forward to continue living our vision and focus on student achievement and well-being.

#### ACHIEVEMENT WEB PAGE



PARENTING AND FAMILY  
LITERACY CENTRES



EQAO SUCCESS



SYSTEM IMPLEMENTATION AND  
MONITORING



SCHOOL SUPPORT INITIATIVE  
Junior/Intermediate

#### Children and parents celebrate the benefits of Parenting and Family Literacy Centres in Grand Erie

Grand Erie District School Board celebrated the official opening and ribbon cutting ceremony of a Parenting and Family Literacy Centre at Princess Elizabeth Public School on Monday, June 3, 2013. This is one of two centres in Grand Erie.

"These programs let kids be a part of school life before their school time actually starts," said Brenda Blancher, Superintendent of Education for GEDSB, who spoke at the event.

And that's exactly what parent Lee House has enjoyed about the PFLC. House and son Jared have been attending the centre at Princess Elizabeth since its initial opening in April. It was his daughter Jasmine in Grade 2 who first urged her dad and little brother to come to school with her.

"We would play at home together prior to the program, but that just wasn't the same level of interaction," House said. "This gets us out of the house and is giving Jared a structured learning environment to grow."

The PFLCs welcome parents/caregivers with children ranging from newborn to age six. The goal is to promote positive parent-child interaction, as well as engage parents/caregivers and children in play-based early literacy and numeracy activities that further help prepare them for a successful start at school.

"I've already noticed that his vocabulary is better and he's much more vocal about communicating what he wants," House said. "His interaction with other kids has improved as well as his ability to share."

Nearly ten children, an equal amount of parents, special guests, community partners and staff participated in the official launch of the program on Monday. Refreshments were being circulated while the children played.

All PFLCs are open in the mornings with scheduled entertaining programs. The morning routine includes a snack, free play, and family gathering time, which offers a variety of songs, rhymes, stories and creative activities to build curiosity.

House has also seen the benefits of the PFLC extend into other areas of family.

"This has been a great thing for Jasmine too – she's so proud to say that her brother is coming to school," he said. "Now they have something else in common and are seeing each other in the classroom setting."

"It changes their dynamic."

For information about the Parenting and Family Literacy Centres, contact Barb Mitchell at 519-720-5149.

## **EQAO Results Show Growth in Grand Erie**

### ***Focused strategies and staff collaboration are credited for results***

Achievement results of the 2012-13 assessments of Reading, Writing and Mathematics released by the Education Quality Accountability Office (EQAO) show Grand Erie District School Board students are demonstrating positive, sustainable growth in a number of subject areas and grades.

Students in the primary division (Grades 1-3) demonstrated growth in all three subject areas: Reading and Writing and Mathematics. The subject areas that students in the junior division (Grade 4- 6) showed improvement include Writing and Mathematics.

"Grand Erie students can be proud of their efforts and achievement record this year," said Brenda Blancher, Superintendent of Education responsible for elementary program.

"When we look closely at the data, we can see movement in the areas that relate directly to the strategies in our Multi-Year Plan, which include the implementation of comprehensive literacy and investments in early year programming."

Stories of achievement success can be found in many schools throughout the system. For Port Rowan Public School (link), their success story captured the attention of EQAO who profiled Port Rowan for their leadership, proactive initiatives, data-driven strategies and whole-school approaches to help every child succeed.

EQAO also tracks the progress of the cohort of students who wrote the primary-division assessment in 2009-10, when they were in Grade 3, and compared their results to those they attained on the junior-division assessment in Grade 6 this year. In Grand Erie, the student cohort representing Grade 6 improved by 11 percent in Reading from when they wrote the test in Grade 3.

"Staff collaboration, strong school leadership and a focus on instruction are essential ingredients that allowed us to move an entire cohort in reading," said Blancher. "Our collective effort has helped inspire our students to achieve and succeed."

### **Students excel in Academic Math and Literacy**

Secondary students in the Academic pathway made the grade this year as achievement results released by the Education Quality and Accountability Office (EQAO) for assessments in Grade 9 Mathematics and Grade 10 Literacy met provincial standards.

"We're pleased the results from the secondary assessment are on track with the province," said Andy Nesbitt, Superintendent of Education responsible for secondary program. "Staff are meeting the needs of students and ensuring they acquire the fundamental reading, writing and mathematics skills to succeed."

Results for students within the Grade 9 Academic pathway continue on an upward trend of improvement with an increase of three percent, which represents the highest achievement level in the last five years. Seven secondary schools experienced gains in level 3 and 4 Academic Mathematic achievement and five schools experienced gains of 5 percent or greater.

Students in the Applied pathway remain consistent with the provincial results to the credit of a focused strategy called School Support Initiative (SSI). All schools with an SSI focus in Mathematics experienced gains with the academic and applied assessment results.

Eight secondary schools achieved a success rate of 93 percent or higher with students in the Academic pathway who wrote the test for the first time. Grand Erie students in the Academic pathway have sustained five years of achievement within one percent of the provincial average. The percentage of students within the Applied and Locally Developed Courses also exceeded provincial participation rates for five successive years.

All students must successfully complete the test in order to receive their Ontario Secondary School Diploma. Approximately, 1,940 students wrote the test in spring 2013. Students not able to participate in the April 11 administration of the OSSLT due to inclement weather and localized power outages had an opportunity to write the test on May 14.

"We've maintained a seven percentage increase over the last five years in both Applied and Academic Mathematics and students continue to show growth in the literacy test pass rate," said Nesbitt.

"Our job now is to learn from the data and ensure we continue to grow in the strategies that produce the greatest results for our students."

- For a complete list of Grand Erie school results, visit [www.eqao.com](http://www.eqao.com) or view the EQAO Charts ([link](#))

### **System Implementation and Monitoring (SIM) Program supports teachers and students in achievement**

Teachers are the most important factor when considering student achievement in the classroom. And when it comes to shaping an instructor's practices to achieve the best results in student success, professional development is an ideal place to start.

Grand Erie has implemented System Implementation and Monitoring (SIM), a collaborative inquiry program, designed to address urgent student learning needs at the school level and improve achievement. A variety of elementary schools, some voluntary and some modified needs compensatory education ([link](#)) schools come together in teams to essentially help kids learn better in a specific area.

Banbury Heights Elementary saw SIM as an opportunity to build a capacity within their building and grow from there. Participating in the program for the first time in 2013, Banbury staff members were eager to hear information about the SIM process, understand it and filter it back throughout the rest of their school.

"Reflection is a natural part of a teacher's professional development," said Banbury Heights Vice-Principal Holly Knill. "Throughout the SIM program, our staff are often reflecting on their teaching practices."

Principal Leader of School Effectiveness Lori Barkans will guide the schools for three full-days from September to November through a number of engaging and interactive sessions meant to provoke thought throughout the Inquiry Process of SIM. Professional learning is offered in addition to sessions for data analysis and compilation.

"The most important thing for them to take away is how to help kids learn and in what area," said Barkans.

The cycle starts with the first focus session, where the school teams are encouraged to discover the knowledge and skills their students and teachers need. From there, the focus is returned to the school where teachers will investigate. They'll engage their students in new learning experiences and deepen the professional knowledge and refine skills. At the second session, school teams draw conclusions from their previous explorations and analyze the impacts of their changed actions. Back at school, they'll continue to engage the students in new learning experiences and refine professional knowledge. At the final session, school teams have the opportunity to share learning and reflect on what the schools specifically did, how and why.

"Once that focus is identified, the school teams can really determine what teaching strategies to take that will best address their needs," Barkans said. "We learn from them what they're working on and can provide them with the tools and professional learning to improve."

Banbury Heights analyzed their EQAO, report card and school climate results at different capacities to determine that math was their higher need focus this fall. Upon creating the Math Learning Community, all teachers started working on the same tasks and created a broader focus within the school to mold the way questions are asked and the tasks that are created to have an overall emphasis on math.

"We're recognizing that there's growth for us as well as educators," said Banbury Heights Principal Rod Bowers. "There's room for us to grow in our own knowledge of math."

Banbury's overall goal with this program was to improve student learning through more effective teacher practices.

SIM Program winter sessions will resume in early 2014.

### **SSI J/I encourages Principals' involvement in student achievement**

Caption: Major Ballachey Public School students engage in math exercises designed to encourage an interactive thinking process in smaller learning groups.

Teachers may be at the forefront for impacting student achievement results, but Principals are a close second. And just as important as it is for an instructor to craft his or her teaching practice, a Principal must take the initiative as an instructional leader and become a co-learner.

The School Support Initiative (SSI) was introduced province-wide through the Ministry to offer differentiated support to a small number of low performing secondary schools as part of a Student Success Strategy. Goals of the program are to build the capacity of the principal as the instructional leader, enhance instructional practices in the classroom and raise the level of student achievement.

In its second year, Grand Erie took the SSI program and created a homegrown version with emphasis on junior and intermediate divisions from grades four to eight (SSI J/I) in eight high needs compensatory education schools across the board.

"The focus of the SSI J/I is very intentional and intensive, narrowing in on the schools in Grand Erie who are in high need of support," said Grand Erie Superintendent Brenda Blancher. "We're offering these Principals instructional coach support and opportunities for professional learning to further assist in increasing student achievement."

Major Ballachey Public School Principal Grant McKinnell has seen SSI J/I as a beneficial opportunity to grow in his role, but also take risks relating to his staff's teaching practices.

"I think the program is excellent," McKinnell said. "It allows us the time to collaborate and share ideas on a regular basis and apply it to our staff."

"I've seen the importance of Principals being leaders and taking that responsibility to be visible and participate actively in students' learning."

Over the two years, McKinnell's enjoyed watching the unity of his staff and the efforts of working toward the same means. Through collaboration and teamwork, Major Ballachey's teachers sought out math and problem solving as an area of focus and improvement within the school this year. From there, McKinnell will meet with the other principal's once a month to share challenges and successes, and bring the resources and support back to his team.

"Teachers' needs are very dependent upon students' needs," McKinnell said. "Our goal is to provide the appropriate skills to improve our learning in focused areas and in the real life application."

Since the SSI J/I implementation last year, Major Ballachey Public experienced a grade level increase in literacy, the selected area of focus for 2012-13.

"This program is designed to help us help all kids learn to the best of their ability," McKinnell said. "It provides an equal opportunity for all to succeed."

## ENVIRONMENT WEB PAGE



### *Environment*



FACILITY UPGRADES



ENERGY CONSERVATION SOFTWARE



CODE OF DIGITAL CITIZENSHIP



KIDS IN THE KNOW



GLOBAL DIGNITY DAY



MENTAL HEALTH STRATEGY

### **Facility upgrades show promising start to the new school year**

While students gear up with perhaps a new wardrobe or new school supplies and accessories for the start of a school year, Grand Erie District School Board does the same in the form of renovations, additions and renewals to its facilities.

The Board's Construction and Renewal Division worked diligently over the summer of 2013 to complete a number of simultaneous projects to improve the schools' functions, accessibility and servicing to students.

"The summer months allow time for us to accommodate our students with upgrades, improvements and renovations to our facilities so that we can better serve the students in education come the fall," said Tom Oldham, Manager of Facility Services.

In the fourth year of the Full-Day Kindergarten (FDK) introduction, six schools in Brantford and Norfolk County are being retrofitted with new additions to accommodate the classrooms and new students this fall. Complete Full-Day Kindergarten additions took place at Bloomsburg Public School, Brier Park Public School, Cedarland Public School, Dufferin Public School, Greenbrier Public School and Teeterville Public School.

These projects consist of new foundations, walls, roof, doors and interior finishes including cubbies for storage, washrooms, tack/white boards, lighting, etc.

Construction and Renewal Division Manager David Pitt said that among the FDK sites that were renovated include: Centennial-Grand Woodlands School, Cobblestone Elementary School, Hagersville Elementary School, Port Rowan Public School, and Walsh Public School. These projects include new cubbies, refreshed paint/flooring and new washrooms where feasible.

"We targeted the FDK projects were complete and ready for September," said Pitt.

Major renewals that took place over the summer included foundation repair and parking lot resurfacing at Pauline Johnson Collegiate and Vocational School as well as mechanical and accessibility upgrades at Waterford District High School.

New and ongoing projects in the Community Partnership Initiative Program (CPIP) include greening initiatives at both Ryerson Heights Elementary School and Grandview Public School. Teeterville Public will also receive a new kitchenette for a foods program.

"As Grand Erie continues to grow in education, so do our schools and educational facilities," said Jamie Gunn, Superintendent of Business Services. "As we welcome a new school year, we hope that our students can further achieve and succeed in a comfortable and accessible learning space."

### **Grand Erie Launches Energy Conservation Software in Schools**

Students can now track and view how much energy is being consumed and conserved at the school with new utility consumption software called Energy Dashboard.

"The Energy Dashboard is a useful educational tool to have in all our schools to help minimize our collective ecological footprint," said Jamie Gunn, Superintendent of Business Services.

"Students and staff will learn more about energy consumption in our facilities and promote a greener school environment."

Educational materials and lesson plans have been prepared to assist teaching staff who will incorporate the software program into the environmental curriculum. Staff and students can easily access school consumption data online.

Students can also engage in friendly competition with neighbouring schools who share similar size, age, population and energy conservation data.

"Teaching our students green initiatives and showing them the importance of leading environmentally aware lifestyles is important," said Brenda Blancher, Superintendent of Education.

"The Energy Dashboard connects students with the environment curriculum and is an excellent opportunity for them to engage and learn about energy consumption."

In addition to the Energy Dashboard, other environmental-based initiatives in Grand Erie include:

- EcoSchool designation in 10 schools
- Solar Panel Partnership Program with solar panels operating at 12 schools
- Energy Saving Programs including more than 255 lighting retrofits to support LED lights
- Building Automatic System to centrally control plumbing, electrical, energy, security and water

"Grand Erie is demonstrating environmental stewardship and setting an example for students in our Board," said Gunn.

"We will continue to be innovative to improve the quality of the teaching, learning and working environment for all staff and students."

### **Students learn to respect others and protect themselves online**

Grand Erie students are learning more about the rules of online etiquette and safety while learning in a digital world.

Cell phones, texting and social media are part of how students interact with their peers and families; it's the norm for how students communicate these days and for many parents as well.

Educators want to ensure that students make appropriate choices when engaging in activities online so they know how to best protect themselves against harm.

That's why a team of staff who support the implementation of the Board's Educational Technology Initiative, a multi-year initiative that brings more technology such as netbooks and educational programming into the classrooms, want to remind students of what's expected while online.

It's called the Code of Digital Citizenship ([link](#)).

Many students are going to become very familiar with it as teachers go through the online document in the fall of 2013. Divided into two parts, Protect and Respect, students will learn the standards that support the values and character attributes of the Board.

Some of the items listed in the code are intended for students or technology users to understand and be committed to following the best practices.

Statements include: "I will not post information online that will put myself or others at risk"; "I will protect myself, my passwords and my resources"; and "I will not visit sites that are inappropriate."

Assistant Superintendent Dave Abbey leads the Educational Technology Initiative and explains why digital citizenship is important for all users of technology.

"Digital citizenship is a concept which helps teachers, technology leaders and parents to understand what students, or any other user of technology, should know to use technology appropriately," he said.

The concept is a "way to prepare students for a society full of technology."

Lynda Kilpatrick, member of the Educational Technology Initiative Team, sees the importance of the document for students.

She said, "We'd like (the code) to be looked at as some educated advice and support for educators and students who use educational technology in their classrooms, in order that we all learn to become good digital citizens and smart consumers of the digital world."

The team intends to make the code come to life by linking main ideas in each bullet to practical online activities, videos and interactive websites.

"These can be used in classrooms to teach and learn about protecting and respecting ourselves and others in the digital world," said Kilpatrick. "We have also connected to curriculum where ever possible."

The team saw a real connection with the code of citizenship and the prevention of the online dangers such as cyberbullying, which the Board now has a policy on specifically to address this issue.

"I will not use electronic media to insult, bully, harass or stalk other people", is a line under the Protect section.

"We're helping kids stay safe online, by teaching them about how to avoid the dangers of the internet," said Wayne Baker, Superintendent of Education responsible for safe schools.

"The Digital Code of Conduct is another great way to have a conversation with students about bullying prevention."

Grand Erie is a leader in advancing technology across the system for students and for ensuring that everyone plays a role in promoting responsible actions in a digital world.

The Code of Digital Citizenship is one more way to support learning in the 21st Century.

### ***Kids in the Know promotes Internet safety and cyberbullying awareness***

Cyberbullying is a new reality that young people are dealing with in our society, and an issue that students need our help with to both understand and prevent.

In recent years, Grand Erie's Safe Schools team ([link](#)) has seen an increase in cyber-related issues that impact Grand Erie students.

Christine Bibby, Social Worker and member of the Safe Schools team said, "Building capacity in our youth to help them be aware of, and how to respond to the risks involved with online behavior, are critical skills for our students."

Bibby explained that teaching the concepts of responsible digital decision making, and skills of building healthy relationships, are ways that we can empower students to reduce their personal risk both on and offline.

"Teaching students how to respond to cyberbullying as well as how to avoid becoming involved in this behaviour are important lessons for all students," she said.

In the fall of 2012, the Safe Schools team offered a training session in an Internet and Personal Safety Program for all Grade 7 and 8 teachers. A Canadian developed program called *Kids in the Know* was provided to the teachers to bring the lessons to students. The program focuses on reducing child and youth victimization by teaching students how to use technology safely, and help develop healthy relationship and decision making skills. The materials and lessons are easy to use and integrate into existing curriculum expectations in the areas of health, language and social studies.

Principal Marti Dyer, Principal at Cobblestone Elementary School said the feedback about the program has been very positive.

She said, "We like the program. We have purchased everything right down to Kindergarten to provide the program for the whole school. This includes picture books and puppets to be used for the younger grades".

At Delhi Public School, teacher Sam Mann shared, "At our school, we have been using the resources and have found that our students really enjoy the material covered. It is 'real life' that they can relate to. It has been a positive aspect to our school and ties in nicely with our School Improvement Plan".

Grand Erie Schools will continue to promote the use of the *Kids in the Know* program, along with Connect Ed, which is another program for younger students designed to increase student's awareness of their accountability with online behaviour.

### **Global Dignity takes over Grand Erie**

A dignifying world provides everyone with equal opportunities in life.

The idea behind Dignity Day, which takes place in October, is to help people understand that everyone must have a right to equal opportunities to realize their potential in life. This includes equal access to education, health care, etc.

The thinking behind dignity includes the ability to identify with the lives of others, and to act in ways that treat others with dignity. Dignity means having the freedom to make decisions about your life, and to be treated with respect with regard to this right.

At Grand Erie, staff and students participated in the second annual board-wide event last fall. There were facilitated learning activities and follow-up plenary where students came together in order to share their dignity stories, and create an action plan to implement a school-based event focused on the principles of equity, dignity and diversity. This process is designed to support anti-bullying programs in schools, as well as provide increased awareness and sensitivity to issues of equity and diversity.

In the spring of 2013, students from each secondary school were reconnected for the follow-up to the Global Dignity Day conference. At the Symposium, students were able to discuss issues related to safety, equity, inclusiveness and dignity and how they inspired change in their schools over the course of the year.

Christine Schweyer of Hagersville Secondary School wanted to emphasize the importance of mental health support. She created a video where students spoke of change and their own struggles with mental health issues.

"From these activities, I learned that there are a lot of students and teachers who want to help make a movement," Christine said. "It's important to get the message out and see what other schools are doing and bring it back to school and apply it."

For Mike Toombs of Simcoe Composite, his experiences from Global Day of Dignity encouraged some inner confidence and pride. Upon returning to school, he motivated the rest of his peers to join an in-house anti-bullying campaign as well as other community fundraising and outreach initiatives.

"I'm glad to see there are more students standing up against bullying, and breaking that silence," Mike said. "It was never just about the bullying, but watching so many people not doing anything about it. Now, you know you're not alone."

Three to four students from each secondary school participate in the Grand Erie Global Day of Dignity Conference and Symposium.

### **Caring for children and youth with mental health concerns**

Students living with mental health challenges have greater access to the supports and services they need to achieve and succeed.

The Child and Youth Mental Health Strategy was introduced in the fall of 2011. The aim of the strategy is to reduce stigma, increase skills and knowledge, and provide a coordinated, informed approach to student mental health in the areas of mental health promotion, prevention, and intervention.

Scott Sincerbox, Superintendent of Education responsible for the portfolio said, "Since the strategy was introduced, Grand Erie continues to make incredible strides in the areas of mental health promotion and awareness through the Child and Youth Mental Health Strategy."

He said, "The strategy gives us the framework to continue to provide opportunities for educators to identify when students struggle with mental health challenges, strengthen the connection between school supports and community services and promote resiliency in our students."

A Mental Health Lead was hired in Grand Erie to work with schools and the community to coordinate services and implement the initial strategy.

Consultation was then held with students, parents, staff and the community, which led to the development of a more comprehensive approach to the strategy.

The Child and Youth Mental Health Strategy will continue to evolve as a result of ongoing consultation. The strategy endorses a goal that all learners will achieve in an environment that models and promotes positive mental health and well-being.

Emerging areas of emphasis include improving conditions to support student mental health in the Board, delivering mental health literacy and enhancing mental health promotion and prevention programs.

"Mental health is real and often misunderstood," said Sincerbox. "We will continue to work with our partners, educators, students and families to provide a coordinated, informed approach to student mental health in the areas of promotion, prevention and intervention."

"We also aim to increase the necessary skills and knowledge and reduce the stigma associated with mental health concerns," he added.

### **Celebrations during Mental Health Week (May 6-10, 2013):**

- Schools in each county participated in a great event during the week to raise awareness about mental health. Students across the Board wrote positive sayings and expressions to inspire others. Visit our Facebook page for more pictures (insert link).
- Members of Grand Erie District School Board, Contact Brant and Woodview Mental Health and Autism Services went to Body & Sole Hair Design on Brant Avenue on May 6 to streak their hair with a variety of colours in support of Mental Health Week. See pictures here (insert link).
- Central Public School was host to a parent event (link) on May 1 to have conversation about the importance of parent engagement in promoting family and child health and well-being. Guest speaker and wellness leader, Michael Eisen, will deliver a presentation called *Lead by Example: Simple Ways to Build Self-Worth in Your Kids* and Grand Erie's Mental Health Lead provided an overview about student mental health.

### **Highlights that demonstrate the progress made in the Child and Youth Mental Health Strategy include:**

- Multiple learning opportunities with a focus on mental health promotion and prevention have been provided to a range of employee groups in Grand Erie including trustees, senior administration, principals/vice-principals, guidance counsellors, teachers, educational assistants and members of the Professional Support Services Personnel (PSSP)
- Provincial experts continue to lend support and guidance towards the development of the Board's strategy including Dr. Kathy Short, Director of School Mental Health ASSIST and member of the

School-Based Mental Health and Substance Abuse Consortium, and Dr. Ian Manion, Executive Director for the Ontario Centre of Excellence for Child and Youth Mental Health

- Members from the original 10 Champion Schools piloted early in the strategy will share their experiences and inform staff in the development and the delivery of mental health promotion and mental health literacy initiatives to benefit all schools
- A parent engagement plan associated with the initial strategy began with representation from the Grand Erie Parent Involvement Committee (GEPIC) who participated in five provincial and regional conferences on topics related to mental health during the 2012-13 school year
- Haldimand-Norfolk REACH and Woodview Children's Centre hired four Reaching Out to Kids in Schools (ROKS) workers to support students who struggle with mental health concerns
- Three Mental Health and Addictions Nurses were hired by the Community Care Access Centre to support secondary students from Brant, Haldimand and Norfolk who have concerns related to mental health and addictions
- Two Mental Health Workers were hired by Six Nations of the Grand River Child & Family Services to support First Nations, Métis, and Inuit students in Brant, Haldimand and Norfolk
- Grand Erie is pleased to work in partnership with a number of agencies, including the Student Support Leadership Initiative (SSLI), to bring services and opportunities to students. Many of the positions listed above were funded in part by the Provincial Mental Health Strategy, Open Minds, Healthy Minds.

#### ENGAGEMENT WEB PAGE



STUDENTS



PARENTS



STAFF



COMMUNITY



## STUDENT ENGAGEMENT



STUDENT VOICE TECHNOLOGY  
FORUM



ABORIGINAL ART PROJECT

### Grand Erie students celebrate 21st century learning and technology at Student Forum

Imagine a school where the slate is wiped clean, where the web has created a different way of learning and today's teachers have incorporated a new way of teaching.

These images were in the minds of many on the morning of May 17, 2013 at Grand Erie's Student Forum on 21st Century Education Technology. The Ed Tech Team hosted the event at the Best Western in Brantford for three students in Grades 5 to 8 from 61 different schools across the board who've previously been involved in Phase 1 or 2 of the Grand Erie Ed Tech Initiative.

"Wouldn't it be cool if we could take open phone tests?" asked special guest speaker Will Richardson. "That's how we answer questions outside of the classroom, by texting, so why not do the same at school?"

Richardson, author of the highly ranked and read edublog Weblogg-ed, worked with students on expanding their thoughts and participating in a number of workshops to get students thinking of what they value, what they like, and what works for them in terms of 21st century learning and technology.

"You can make school different," he said. "You're a part of what's a huge moment of change in education; a change from old to new and we're figuring out what that looks like."

For Grade 6 North Ward students Liam Blackmore and Kim Cummings, that's a classroom where students can do their work from a netbook or tablet and all of their work is monitored by the teacher from his or her own device.

Kim explained the overhead screen is similar to a mini smart board where the teacher has the ability to track and follow along while the students are working.

"If the students know that the teacher's watching, they're less likely to not do their work," Kim said. They're idea wouldn't be used in the classroom every day, all day, but only for certain teaching lessons.

"I've enjoyed today because when you bring technology and fun into the lesson, kids are more likely to learn the subject better," Liam said.

Throughout the day, students answered questions about learning, how passion and technology fit into learning, and what technology is currently being used in the classroom today and how. The students also had the opportunity to express themselves in a Speaker's Corner.

## **Hagersville students recognized and celebrated for Aboriginal art work**

Hagersville students received a special opportunity to learn about history, create dynamic multi-media art pieces and express their vision of aboriginal culture this past month.

Working with the Woodland Cultural Centre, 28 students from two different classes at Hagersville Secondary School (HSS) received real life lessons of their local history beyond the classroom and applied it as art.

Students from the Aboriginal Beliefs, Values and Aspirations class and the Expressing Aboriginal Cultures Art class participated in a number of workshops that focused on the use of gathered information, interviews and digital photography to tell a story. Workshops were classroom and off-site based, with certain tours taking place at Woodland Cultural Centre.

There, students learned the history of Residential Schools by former Residential School students. Hagersville students were able to walk alongside the survivors, hear their stories and gain a unique insight into the survivors' former struggles and hardships.

It was these accounts that the students based their multi-media creations. Many pieces featured text, photographs, textured materials, paints and other visuals, all conveying the experiences of Residential School survivors.

Woodland Cultural Centre showcased these pieces in Walking Together: An Intergenerational Community Arts Project from May 28 to June 11, 2013. Hagersville Secondary hosted its own show on June 13, 2013.

Five students were then invited to attend and make a generous donation of their art to the Truth and Reconciliation Commission in Toronto in November.

"This is a great opportunity to be talking about such an important topic, that not only affects Aboriginal communities, but all Canadians," said Jeannie Martin, HSS Native Guidance Counsellor. "There's a strong sense of pride in our students as a result of this project."

Walking Together brought HSS students face to face with former Residential School students and enabled the students to walk in their shoes, gain insight from their struggles and hear the often untold stories of their residential school experiences.

The project was facilitated at a convenient time, in which the Truth and Reconciliation Commission of Canada has been mandated to research and hear the truths of former residential school students and share their stories with the rest of the country.

The Truth and Reconciliation Commission became aware of the HSS project when it was featured as part of an Exhibit at the Woodland Cultural Centre in June and invited Hagersville students to donate some of their creations to the Commission.

"This project demonstrated how bringing sensitive and relevant topics like this into the classroom can be so very effective in student learning," Martin said.

For Grade 10 student Holly Laforme, the stories of residential schools weren't anything new, but the experience of walking into those schools and reliving it with the former students made it real.

"Geronimo, our guide, reminded me so much of grandfather," Holly said. "The emotion he portrayed was so strong, yet he didn't show it."

Laforme will be one of the students attending Truth and Reconciliation Commission event at City Hall in Toronto on November 12, 2013, where the City will be officially launching its Year of Reconciliation. She will speak on behalf of the other students and present the five pieces of art work during the ceremony.

"It's a great opportunity to actually go, speak and try to make a difference," she said.



## PARENT ENGAGEMENT



CENTRAL



JARVIS



PARIS & BURFORD



SIMCOE

### Parent Engagement

#### The Grand Erie Parent Involvement Committee Supports School Councils

Grand Erie Parent Involvement Committee (GEPIC) collaborated with four Family of Schools' School Councils to support four different events throughout Grand Erie.

These events provided the opportunity to be aligned with Parents Reaching Out Grants and were community-focused to offer further opportunities for parent engagement within different schools.

#### Central Public School explores topics of mental health and wellness

To build self-esteem and self-worth in youth, it needs to be built within ourselves first.

Guest speaker Michael Eisen, wellness leader, expressed similar messages and tips on how to positively transform the anxiety and stress ridden youth of today at Grand Erie's parent event on Wednesday, May 1, 2013.

A free spaghetti dinner followed by conversation about the importance of parent engagement in promoting family and child health was the focus of the evening. In recognition of Mental Health Week, Grand Erie hosted the event at Central Public School, for community and school parents to further learn the importance of mental health and the efforts Grand Erie is making to implement key strategies in schools.

"I want to teach parents how to build positive self-esteem and self-worth in their kids and break that cycle of how we're communicating and interacting," Eisen said.

Prior to Eisen's presentation, Grand Erie's Mental Health Lead shared with parents the key points involved with the latest Child and Youth Mental Health Strategy. Improving conditions to support mental health throughout the board, delivering mental health literacy and enhancing mental health promotion and prevention are only a few. The new strategy will continue to evolve with ongoing consultation.

Following the presentation, Eisen opened the floor for questions where many parents asked for tips and helpful ways to assist their children who may be experiencing certain challenges.

### **Parents learn how to be partners at Jarvis Public**

When it comes to education, parents are the first teachers in a child's learning environment. Children learn about language, behavior, morals, beliefs and character from their parents.

For renowned speaker and international educator Avis Glaze, this fact alone makes parents the most important figures and provides them with a prominent role in a child's education.

"When a parent gets involved in a child's education, that child does better," Glaze said.

As the founder and CEO of the Literacy and Numeracy Secretariat at the Ministry of Education and President of Edu-quest International Inc., Glaze spoke to nearly 200 parents at Jarvis Public School on Tuesday, May 14, 2013 to learn about the importance of parent involvement in their children's education.

While walking the parents through topics of character development and community care for youth, she also engaged parents and motivated them to consider hot topics and challenges relating to their kids today like the increase of technology, bullying and the lack of focus on equity in schools and in the classroom.

"A community is only as good as its weakest link within that community," she said. "That's why we must care about each and every one of us and build character in our students."

She emphasized the importance of teaching students not just the basics of language and arithmetic, but how to be good human beings also.

"What kind of human beings are they going to be? Or what kind of neighbours?" she asked. "The combination of both is essential; we want to be educated, but be good human beings too."

### **Parent Involvement Tips with People for Education Annie Kidder**

Annie Kidder, Executive Director of People for Education, shared her passion for public education with Burford parents on November 19, 2012.

During a parent engagement event at Burford Elementary School, Kidder's message related to engaging school communities through parents and school councils.

"Parents have an incredibly important role to play," said Kidder. "We need to care what's going on in our schools." Four key things that Kidder believes parents can do to help ensure their children's success are considered "not easy to do, but anyone can do them."

These areas include:

- Parents should have high expectations for their child
- Parents should talk about school
- Parents should help their child develop a positive attitude towards learning
- Parents should read with their child

"Parents can make a difference and the way they contribute most to their children's education is through what they do at home."

### **Breaking Barriers with Saidat**

In November 2012, Saidat joined parents from Norfolk County at Simcoe Composite School to deliver a dynamic presentation about ways parents can help prevent their children from being bullied.

During her presentation, Saidat sang two songs, got the parents thinking about how they can make a difference and used multi-media including a powerful video on how bullying diminishes student confidence.



## STAFF ENGAGEMENT



## MENTORSHIP IN GRAND ERIE

### Growing and Learning in Grand Erie as Mentor and Mentee

It never hurts to have a guiding hand, or some leading advice when entering a new role or employment position; someone with years of experience in education that can coach as well as train a fellow colleague in the workplace.

At Grand Erie, programs that do just that – provide integrated mentorship, continued growth and professional learning opportunities – are offered and encouraged to staff every year. And for people like Holly Knill, the program is a benefit and advantage when starting in a new role and career opportunity.

"It's a great opportunity to gain support when starting a different position where I don't have the same level of experience," said Knill, Vice-Principal at Banbury Heights School.

A mentorship component is integrated in programs including the New Administrators, the Aspiring Instructional Leaders, Experienced Leaders Programs, the New Teacher Induction Program and is offered to all staff in curriculum, teaching, and administrator positions. This past year, Grand Erie has seen the number of trained mentorship staff members evolve from 20 to over 30 certified graduates within the Mentor Coach Certificate program.

These individuals will volunteer their time, support and expertise with colleagues to further help enhance the culture of supportive learning within the Board. They'll coach the mentees starting in a new role and complete the year-long program together.

"We're trying to get away from the standard mentoring and move forward with a coach-like approach," said Ontario Principals' Council Certified Mentor Coach Dianna Kersten. "We want mentors to help define an issue or help generate a solution. It's not about fixing someone else's problems."

Marti Dreyer, Principal at Cobblestone Elementary, has been mentoring colleagues new to the administrator role for three years. Her reason to initially do so was based on her experiences when starting out as principal 11 years back.

"I remember coming into the role and not knowing who to turn to, not wanting to ask questions and feeling uncomfortable about not knowing something when I shouldn't have been," Dreyer said. "So, I want to be non-judgemental and offer answers to those questions for someone else."

Knill and Dreyer were matched and reconnected earlier this fall – the pair have shared a working relationship on and off over the years – and both mentee and mentor have been able to share enquiries and experiences to make for a positive, engaging school year and learning opportunity.

"I feel comfortable asking Marti anything," Knill said. "I've been able to identify the areas in my work that I was unfamiliar with and gain specific experience with Marti. It's wonderful to get to sit in on meetings without the pressure of sole responsibility right away. She's so approachable."

The mentor/mentee relationship carried over the whole school year with three formal, face-to-face meetings and several other interactions either by phone or e-mail.

"This can be a stressful job," Dreyer said. "The more people out there that have your back and can help with the process, the better. The job has such a large scope and you can't always do it all. You need to prioritize based on what's good for the students, staff and community as a whole and then set that in your personal belief system."

"I'll always have Marti on speed dial and she'll always be my mentor for that additional support," Knill added.



## COMMUNITY ENGAGEMENT



LIGHT A SMILE CAMPAIGN



NORFOLK PUBLIC LIBRARY



KIWANIS FIELD

### **Caledonia Centennial Send Their Angels to Help Families in Need**

Angels from Caledonia Centennial flew in for the day on December 12, 2012 to help organize and wrap toys for the Light a Smile initiative.

Student Council members helped sort thousands of toys and clothing items into gender and age categories. Neil Dunning, Principal of the school, said, "The students had a great time being helpful, so much so that they did not want to leave when they had completed their part of the job."

Caledonia Centennial School participated for the first time in 2012, contributing \$178 and about 20 toys. The students also received special recognition for their help; the Brantford Expositor interviewed the students and featured them in an article.

Caledonia students Ciera McPherson, Darby Henning and Brayden Postma were interviewed.

Brayden described the amount of toys lined in the gym as if it were “like going through a toy store.”

More than a hundred volunteers went through Major Ballachey School that day to help wrap donated toys, toiletries and clothing to give more than 300 students and their families something special on Christmas.

All of these efforts are in support of the Christmas Angel program, part of the Light a Smile campaign coordinated by Grand Erie’s attendance counsellor Betty Finley.

“When we started, it was a few people doing the initiative and now we have more than 120 people volunteering,” said Finley.

Ms. Finley credits the success of the program to the wonderful volunteers and partners. She holds one partner in high regard and that’s the Grand Erie District School Board.

Each year, Finley takes her story to a Board of Trustees Meeting. This event serves as a good reminder of engagement in the system and one area that Trustees are passionate to contribute.

“Families are so grateful to the Grand Erie District School Board and the community for supporting this campaign to light a smile for children and families this Christmas,” she said.

Once the gifts are wrapped and organized, Finley and a team will deliver the packages directly to the homes of the families.

“My philosophy is to pay it forward,” said Finley. “If people give me gifts, I pay it forward to give it to someone else.”

When asked what Betty’s going to be doing on Christmas, she said, “I’m going to wake up and savour the moment knowing that more families will have presents to open this year.”

### **Grand Erie partners with Norfolk County Public Library Board to bring new library to Port Dover**

Supporting literacy for students and community members became a priority in Port Dover in spring, 2013 after an agreement was made to renovate a portion of Lakewood Elementary School to become the expanded site for the Port Dover Branch of the Norfolk County Public Library ([www.NCPL.ca](http://www.NCPL.ca) Link).

Meaningful discussions came after two motions were passed by Trustees of the Grand Erie District School Board and Counsellors from the County of Norfolk. The motions outlined that the school board would partner with the County by providing space in the Lakewood Elementary School site and that Norfolk County would enter into a lease for the space for the library within the school.

The area will be the 8,800 square foot area which would have been part of the technical wing. Renovations have been in progress to change the space, create a separate entrance and include meeting rooms.

The library would be for the student’s to use as well. The design allows for the library to operate co-operatively with the school, but can also operate independently and outside of regular school hours.

NCPL Board Chair Tom Morrisson said, “This is an exciting opportunity for the Norfolk County Public Library to replace its aging facility and to expand its service footprint to better serve the people of Port Dover and the county.”

“To be a partner with the Grand Erie District School Board is just such an added bonus for us”, he added.

Norfolk County Council has been supportive of this project from the outset and readily recognizes the opportunity to offer the community and the students a full range of services found in any modern library. Council also recognizes that in partnering with the Grand Erie District School Board many synergies and common operating benefits can be found.

Rita Collver, Chair of Grand Erie District School Board, is pleased the Board is a partner with the Norfolk County Public Library to share facility space in the Port Dover Composite site. Collver said, “The partnership between the Board and the library supports the Board’s goal to promote literacy and lifelong learning while maintaining the Board’s commitment to provide quality accommodations for our students.”

The project is under construction and Grand Erie will be there when they open it to the students and community. Stay tuned!

## **Proposed Kiwanis Field at Pauline Johnson Gains Momentum**

The Kiwanis Field Committee announced plans to build Brantford's first, and only, multi-use athletic facility, featuring both synthetic turf and an eight lane rubberized track, on the back campus of Pauline Johnson Collegiate and Vocational School (PJCVS) in Brantford, Ontario.

This state-of-the-art facility will also feature permanent bleacher seating, a central field house, electronic scoreboard and lighting.

Kiwanis Field will be the host for numerous sports including: football, soccer, track and field, rugby, field lacrosse, field hockey and will be a suitable host for Special Olympics.

It will play host to local, regional, provincial and national level athletic competition and will feature team practices, clinics and games for numerous teams including the Hamilton Tiger-Cats.

The announcement, made in the spring of 2013, also marks the commencement of the final phase of a major fund-raising campaign led by the Kiwanis Field Committee comprised of representatives from the Kiwanis Club of Brantford, PJCVS, Grand Erie District School Board and the City of Brantford.

Financial commitments have already raised nearly \$1.3 million for the \$2.0 million project which is anticipated to break ground in 2014.

Kiwanis Club of Brantford President, Doug Delaronde, stated, "We are extremely excited to be supporting this state-of-the-art facility".

He added, "We invite both industry and citizens to get behind this project that will provide new opportunities for students, sports teams and our citizens."

Brantford Mayor, Chris Friel, stated, "[Kiwanis Field] is a unique opportunity for community partners to work together to create a monumental addition to the City of Brantford and the local area." Friel continued, "A world class facility like this would be a 'breath of fresh air' to this geographic area of the city."

Grand Erie District School Board Vice-Chair David Dean said, "Kiwanis will be a great facility for the whole community to share."

Gold level supporters include Kiwanis Club of Brantford, Grand Erie District School Board and the City of Brantford has already made significant financial commitments to Kiwanis Field. Current silver and bronze level corporate partners include: The Williamson Group, Millards, R.O.I. - Kent Dixon, Brant News, Brantford Expositor, Brooks Signs, the Roger and Edith Davis Foundation and RioCan.

A full list of donors is listed below and also available at [www.kiwanisfield.com/donors.php](http://www.kiwanisfield.com/donors.php)

Community partners to date include Kiwanis Club of Brantford, Grand Erie District School Board, City of Brantford, Special Olympics Ontario, Special Olympics Brantford, Brantford Parks, Recreation and Waterfront Advisory Committee, Crossing All Bridges, Brant County Health Unit, Hamilton Tiger-Cats, Arnold Anderson Sport Fund, Brantford Track and Field Club, P.J.C.V.S. Alumni Association, Brantford Little School, Dave Levac, M.P.P. and Phil McColeman, M.P.



OPERATING BUDGET



STUDENT STATS



SCHOOL FACILITIES



STAFF FACTS



OPERATING BUDGET

### Board Budget

Investments in programs and services that address the academic needs of elementary and secondary students in Grand Erie District School Board are among the highlights of the 2013-14 Budget passed by the Board of Trustees on June 24.

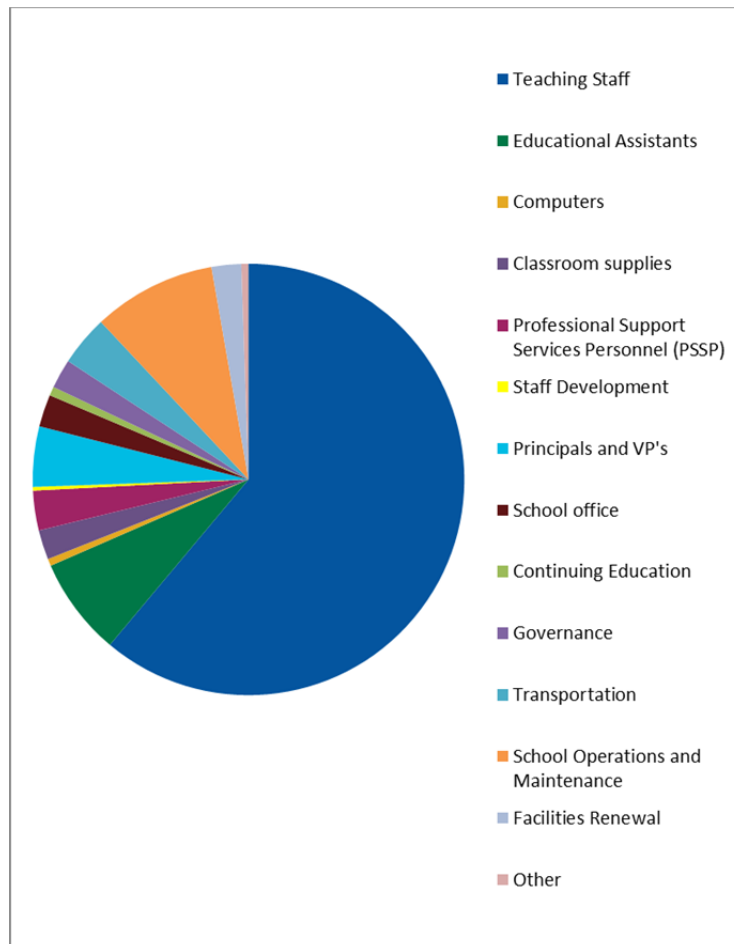
"Grand Erie Trustees extends our sincere appreciation to all the staff for their hard work preparing this year's Budget," said Chair of the Board, Rita Collver. "Our budget is focused on our Multi-Year Plan that supports student achievement and well-being."

The most important consideration in the budget process is the focus on programs and services that directly benefit students and further enhance student success. Programs and initiatives that will receive funding from the Budget include:

- Levelled Language Intervention provides up to 20 weeks of intervention support for mainly grade one and two students who present difficulty in reading.

- The School Support Initiative supports professional learning teams at the secondary level to implement proven instructional strategies that improve credit accumulation and achievement.
- After-school programs will continue in elementary and secondary school to provide homework help for students.
- Turning Point programs will continue to offer 22 classes to 366 students who are re-engaging or currently not in school, providing an opportunity for them to graduate.
- The Educational Technology Initiative moves into its fourth year of implementation providing hardware to Grade 3 and 4 classes as well as English classes at the secondary level.

## Expenditures



## STUDENT STATS

Total Number of Elementary Students: Full-Time Equivalent = 17,110.5, Head Count = 17,570

Total Number of Secondary Students: Full-Time Equivalent = 9633.25, Head Count = 9,804

Total Enrolment: Full-Time Equivalent = 26,743.75, Head Count = 27,374

Full-Day Junior Kindergarten/Senior Kindergarten Total Enrolment: 2517

Students being transported to school: 11,548

Number of First Nations, Metis and Inuit Students: 1136

Number of students with special education needs with an Individual Education Plan (IEP): 4,508

Number of students with an exceptionality as per the Identification, Placement and Review Committee (IPRC): 2,629

Newcomers Identified (Elementary and Secondary) = 402

Percentage of learners whose first language spoken at home is other than English or French: 4.61%

Number of students who speak another language other than English or French: 1263

Number of Specialist High Skills Major Programs offered for students: 31 programs in 12 schools

Schools that offer a Turning Point program: 10



## SCHOOL FACILITIES

Percentage of Primary Classes at 20 or fewer: 91.6%

Total number of schools with Full-Day Kindergarten: 44

Classroom additions: 4,500 square feet added in 3 locations

### **Major Renovations:**

Full-Day Kindergarten: 12,300 square foot over 6 locations

Lakewood Elementary School: 44,175 square foot

EcoSchools certification: 14 certified EcoSchools with 4 Bronze, 9 Silver and 1 Gold.

Solar Panels: Installation of 2668 solar panels for a total of 5 additional solar projects completed and connected to the grid generating power

Total School Organizations: 60 Elementary, 15 Secondary (including GELA & Sprucedale) (75 total)

Total Number of Buildings: 75



## STAFF FACTS

Number of Leadership and Development Courses offered to staff: 35

Administrators trained in mentor/coaching roles: 32

Number of schools where the staff is involved in System Effectiveness Framework District Support (Support through System Implementation and Monitoring [SIM]): 6

Number of schools participating in School Support Initiative (Group 1, 2 or Special Education): 13

Number of schools involved in System Implementation and Monitoring: 29

Number of schools involved in System Implementation and Monitoring (SIM plus Math Project): 11

Schools involved in School Support Initiative – Junior/Intermediate: 8

Total number of staff (full-time equivalent): 2827.36

- Instructional staff: 1837.50
- Non-instructional staff: 989.86

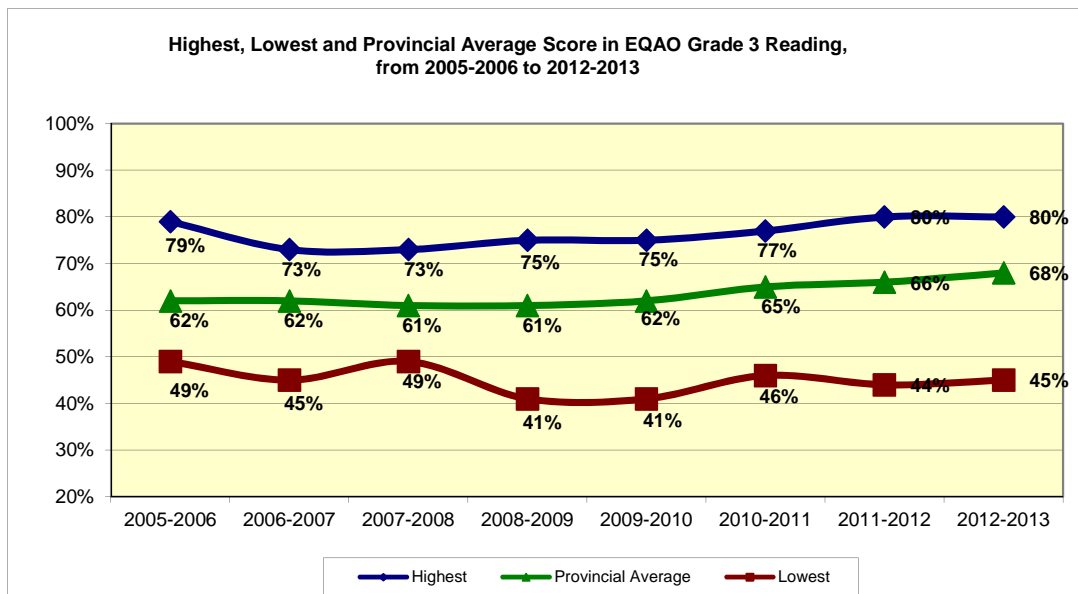
Number of staff who earned an Equity Speakers Series certificate: 41

Administrators trained in Restorative Practices: 15

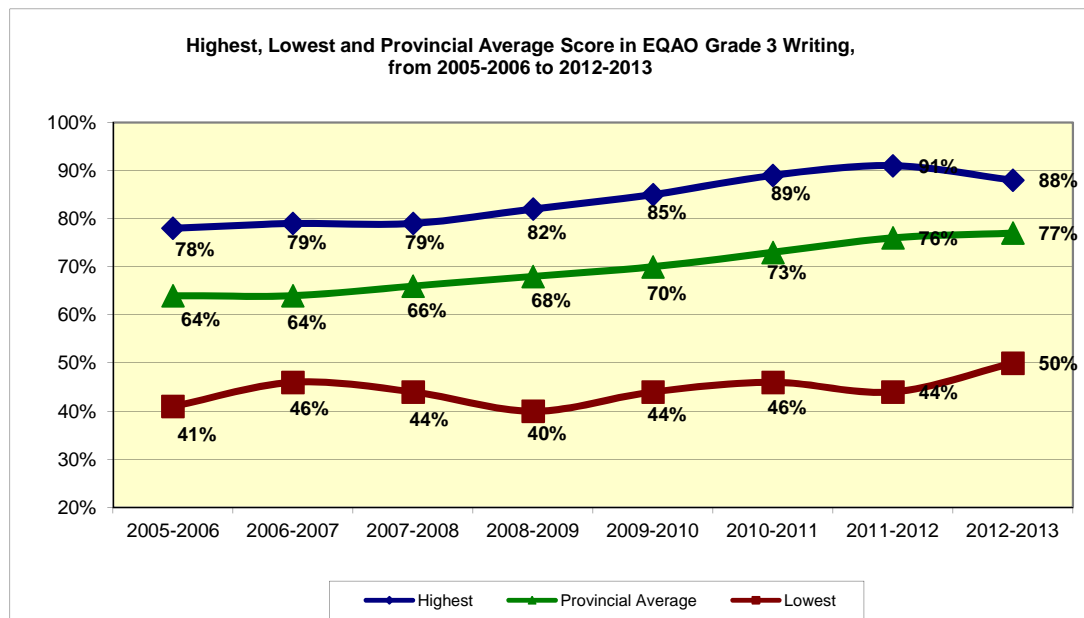
Number of Administrators who were provided an overview of Risk Threat Assessment: 99

**Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2005-2006 to 2012-2013**

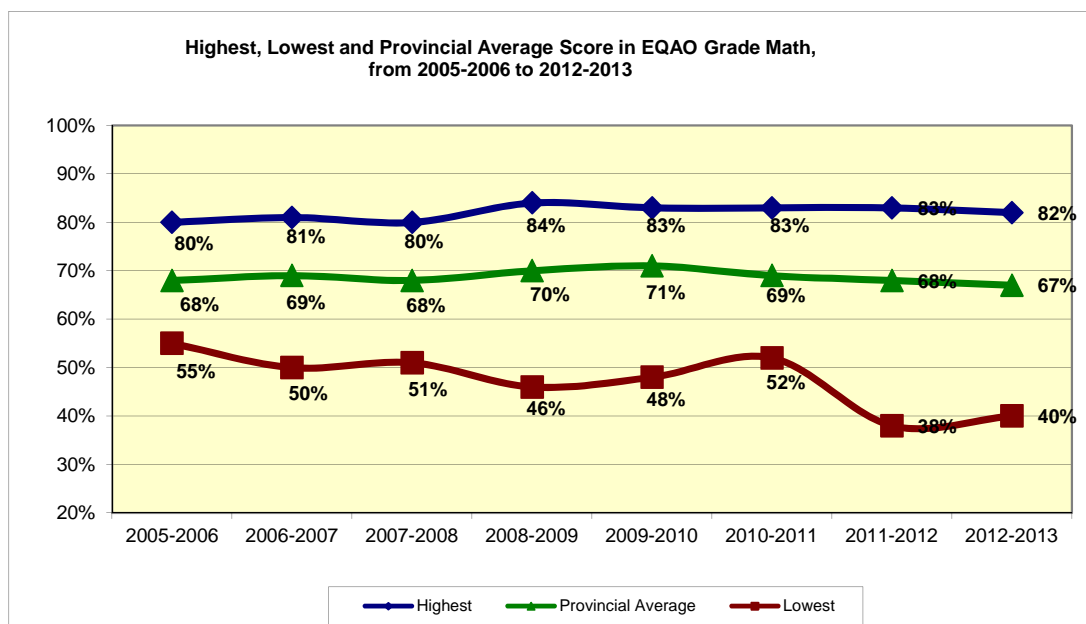
Grade 3 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	79%	73%	73%	75%	75%	77%	80%	80%
Provincial Average	62%	62%	61%	61%	62%	65%	66%	68%
Lowest	49%	45%	49%	41%	41%	46%	44%	45%



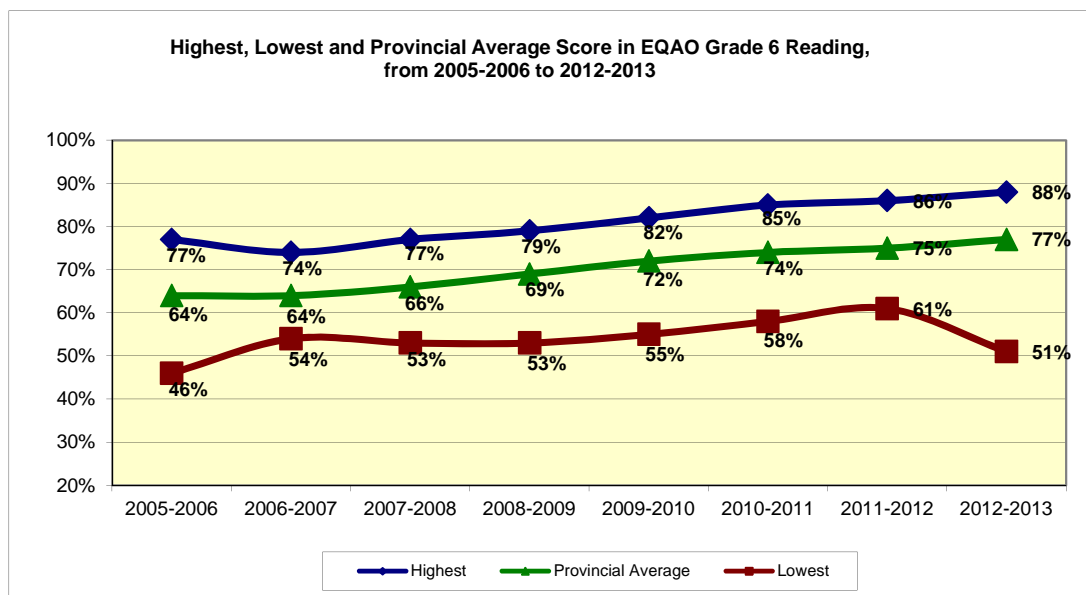
Grade 3 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	78%	79%	79%	82%	85%	89%	91%	88%
Provincial Average	64%	64%	66%	68%	70%	73%	76%	77%
Lowest	41%	46%	44%	40%	44%	46%	44%	50%



Grade 3 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	80%	81%	80%	84%	83%	83%	83%	82%
Provincial Average	68%	69%	68%	70%	71%	69%	68%	67%
Lowest	55%	50%	51%	46%	48%	48%	38%	40%

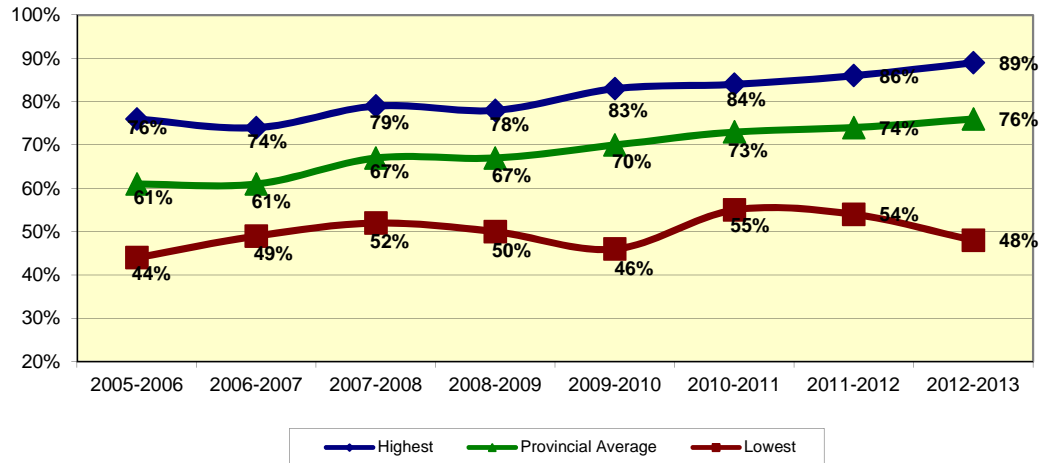


Grade 6 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	77%	74%	77%	79%	82%	85%	86%	88%
Provincial Average	64%	64%	66%	69%	72%	74%	75%	77%
Lowest	46%	54%	53%	53%	55%	58%	61%	51%



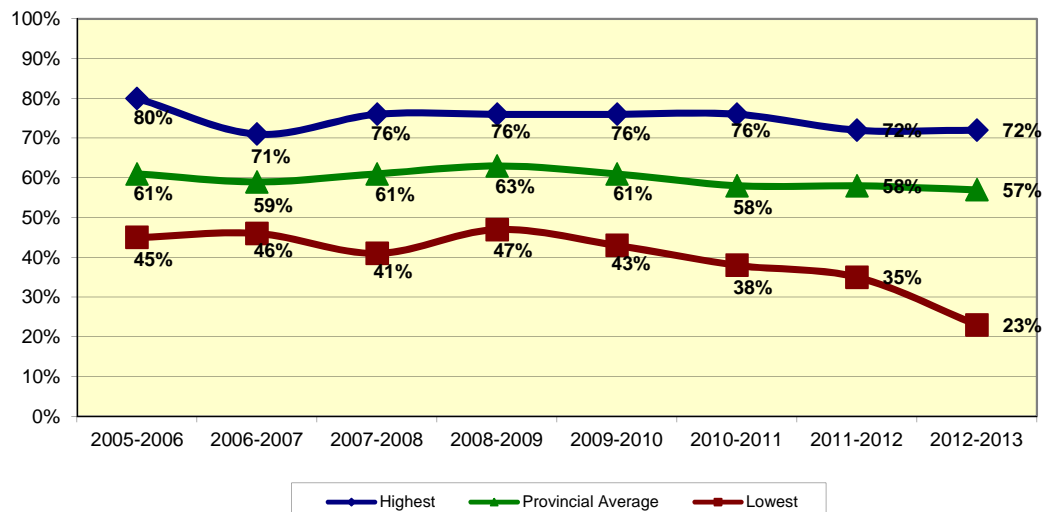
Grade 6 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	76%	74%	79%	78%	83%	84%	86%	89%
Provincial Average	61%	61%	67%	67%	70%	73%	74%	76%
Lowest	44%	49%	52%	50%	46%	55%	54%	48%

Highest, Lowest and Provincial Average Score in EQAO Grade 6 Writing  
from 2005-2006 to 2012-2013

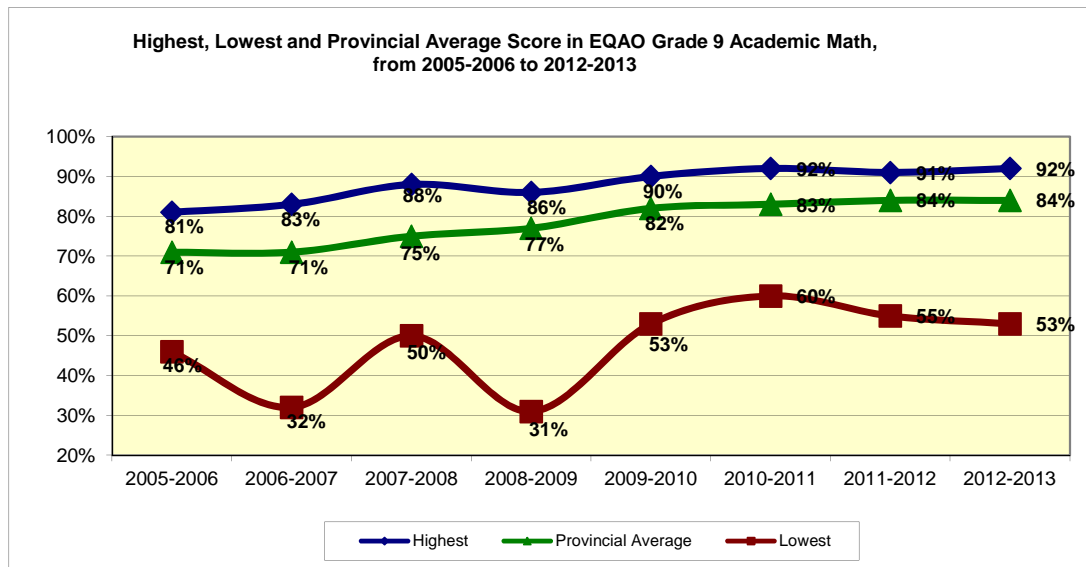


Grade 6 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	80%	71%	76%	76%	76%	76%	72%	72%
Provincial Average	61%	59%	61%	63%	61%	58%	58%	57%
Lowest	45%	46%	41%	47%	43%	38%	35%	23%

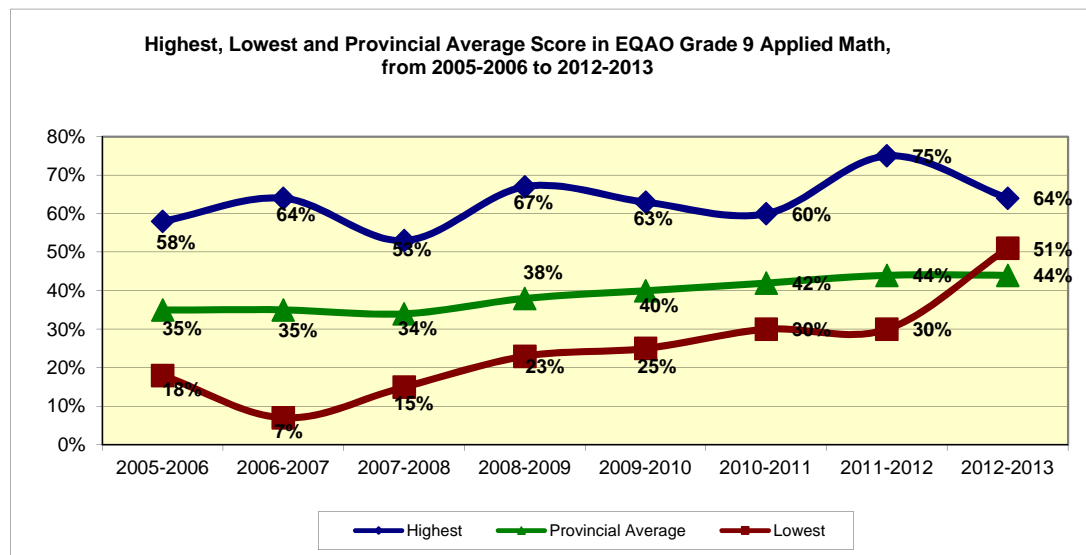
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Math,  
from 2005-2006 to 2012-2013



Grade 9 Academic Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	81%	83%	88%	86%	90%	92%	91%	92%
Provincial Average	71%	71%	75%	77%	82%	83%	84%	84%
Lowest	46%	32%	50%	31%	53%	60%	55%	53%



Grade 9 Applied Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Highest	58%	64%	53%	67%	63%	60%	75%	64%
Provincial Average	35%	35%	34%	38%	40%	42%	44%	44%
Lowest	18%	7%	15%	23%	25%	30%	30%	51%



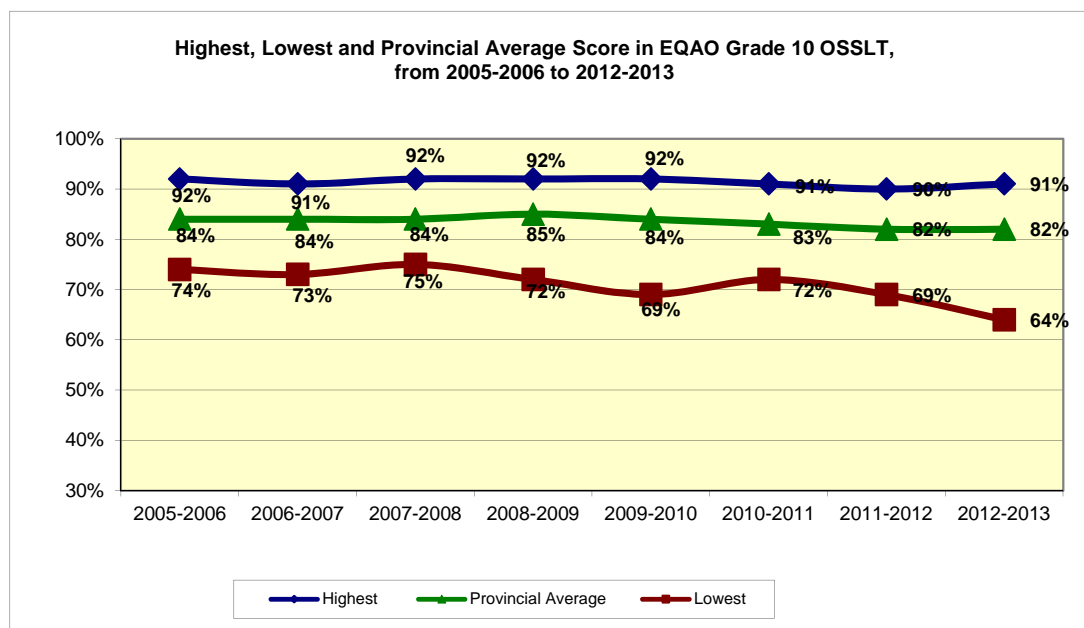
**Source:** Data for Grades 3, 6 and 9 is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

\* Percentages are represented as a percent of **all students (method 1)** within the context as per EQAO with suppression rules applied.

**This report may not be used for any purposes other than stated in the original request.**

**Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2005-2006 to 2012-2013**

<b>Grade 10 OSSLT (First-Time Eligible)</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Highest	92%	91%	92%	92%	92%	91%	90%	91%
Provincial Average	84%	84%	84%	85%	84%	83%	82%	82%
Lowest	74%	73%	75%	72%	69%	72%	69%	64%



**Source:** Data for Grade 10 OSSLT is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

\* Percentages are represented as a percent of **all participating students (method 2)** within the context as per EQAO with suppression rules applied.

**This report may not be used for any purposes other than stated in the original request.**



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education and Secretary

RE: **2014 Statutory and Standing Committee Representation**

DATE: December 9, 2013

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<p><b>Recommended Action:</b> It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the 2014 Trustee Statutory and Standing Committees Representation.</p>
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### **Rationale/Background**

Attached is 2014 Trustee Statutory and Standing Committee Representation list.

### **Communication Plan**

All stakeholders will be notified accordingly.

Respectfully submitted,

John Forbeck  
Director of Education and Secretary

**GRAND ERIE DISTRICT SCHOOL BOARD  
2014 COMMITTEE REPRESENTATION**

	Jane Angus	Rita Collver	David Dean	Eva Dixon	Brian Doyle	Arlene Everets	Chris Lefebvre	Marion Macdonald	Carol Ann Sloat	Don Werden	TBD
<b>STATUTORY COMMITTEES</b>											
Accessibility Plan (1)								✓			
Audit Committee (3)		✓							✓	✓	
Grand Erie Parent Involvement (2)				✓							✓
S.E.A.C. (2 + 2 Alt.)		✓		Alt				Alt	✓		
S.A.L (Brant ) + Alt.	Alt		✓								
S.A.L (Haldimand) + Alt.								✓	Alt		
S.A.L (Norfolk) + Alt.				✓						Alt	
Student Discipline (3 + Alt.) [All trustees are second alternative]	Alt				✓		✓			✓	
<b>STANDING COMMITTEES</b>											
Communications and Engagement (2)	✓										✓
Compensatory Education (2)	✓						✓				
Director's Review Committee (Chair, Vice Chair +2)		✓				✓			✓	✓	
Education Week (2)					✓						✓
Joint Advisory (Brantford) (2)			✓						✓		
Native Advisory (1+1 Native)			✓					✓			
Quality Accommodations (2)			✓			✓					
School Year Calendar (2)					✓		✓				
STSBHN [Transportation] (1 + Alt.)			Alt							✓	



**GRAND ERIE DISTRICT SCHOOL BOARD  
AUDIT COMMITTEE MEETING  
TUESDAY, NOVEMBER 26, 2013  
6:00 p.m.**

Norfolk School Support Centre (Waterford DHS)  
Carolinian Meeting and Computer Room  
227 Main Street South, Waterford

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**COMMITTEE MEMBERS PRESENT:**

Don Werden, Trustee, 7:03 p.m.  
Carol Ann Sloat, Trustee  
J. Scott Morris, Volunteer  
Frank Casey, Volunteer  
John Forbeck, Director of Education

**RESOURCE STAFF PRESENT:**

Jamie Gunn, Superintendent of Business & Treasurer  
Cindy Smith, Manager of Business Services  
Kathryn Underwood, Recording Secretary

**GUEST(S) PRESENT:**

Johan Nicolle, CGA CIA, Regional Internal Audit Manager, Southern Ontario Region

**COMMITTEE MEMBERS / RESOURCE STAFF ABSENT:**

Chris Lefebvre, Trustee

---

**MINUTES**

1. Call to Order, Welcome and Introductions
  - 1.1. The meeting was called to order by C A Sloat at 5:58p.m. who advised that Chair Werden was unavailable for the meeting.
2. Review November 26, 2013 Agenda\*  
Moved by: F Casey  
Seconded by: S Morris  
  
"THAT the Audit Committee approves the agenda of November 26, 2013 as distributed."

**CARRIED**
3. Approve September 24, 2013 Minutes\* – C A Sloat  
Moved by: S Morris  
Seconded by: F Casey  
  
"THAT the Audit Committee approve the minutes of September 24, 2013 as distributed."

**CARRIED**
4. Business Arising from Previous Minutes – C A Sloat
  - 4.1. Nil

## 5. New Business – D Werden

### 5.1. Summary of 2013 Audit Committee Self –Assessment Summary\*

- J Gunn reviewed the process of the Assessment summary and advised that specific items requiring further discussion should be brought forward at the May 2014 meeting.
- Question #1-The committee sought clarification regarding what type of additional information would be helpful. J Gunn suggested that a high level overview of the reporting process could be shared at the next meeting. An orientation for the Audit committee will be developed and presented and a future Audit Committee meeting.
- Question #3- CA Sloat questioned the comment with respect to spending too much time comparing GEDSB performance to that of other boards. J Nicole explained that each school board has individual needs so it is difficult to have a true comparison. J Forbeck informed the committee that comparisons are typically done with school boards of similar size and make up.
- Question #5- J Nicolle asked for further discussion on the comment questioning if internal audit is independent from the Province. CA Sloat addressed the need for this to be clarified.
- Question #6-J Gunn requested that this item be brought forward to discuss at the May meeting. J Gunn clarified that this question is specific to the Audit Committee and not assessing the Board. F Casey indicated that the rating is not necessarily a negative rating but that it's part of the process and that the committee will evolve and address any items over time.
- The committee agreed that the comments and the point ranking of the summary will be brought back at the May 2014 meeting for further discussion. Further clarification will be provided through an Audit Committee Orientation.

### 5.2. 2012-13 Financial Statements\*\*-J Gunn

J Gunn reported that the statements were received as of today and was informed that the statements are accurate but that the full review is not complete.

- Long term financed capital projects have been rolled up and financed during the year.
- Long term debt has increased with the offsetting decrease in short term borrowing.
- The statement of operations shows an annual surplus of \$4,163,393 which includes a surplus of \$141,239 from school fundraising activities. It was clarified that while they are reported on the Board's financial statements, school funds are not seen as the Boards money.
- Part of the increase in the grant revenues result from an increase to the Transportation Grant Revenue. J Gunn explained that an efficiency review was completed by the Ministry and it resulted in a return of the deficit from the prior year.
- J Gunn reported that the biggest challenge with working through the Ministry system and the reporting mechanisms was ensuring the proper treatment of the future benefit costs and liabilities as determined by an actuarial evaluation.
- J Gunn requested questions on the Financial Statements to be provided by email before noon, Monday December 2nd in order to provide time to prepare a full response addressing the questions.
- Responses will be reviewed with the committee at the next meeting (December 3<sup>rd</sup>).

## 6. Regional Internal Audit Management – J Nicolle

### 6.1. 2013-14 Internal Audit Plan (attached)\*

- Johann reviewed the audit plan and back up information provided to members by email October 8, 2013.
- C A Sloat, asked about the FDK allocation of funding. J Nicolle explained that some boards had directed FDK funding to other programs.
- C A Sloat asked about over spending, collective agreements, FDK allocation of funding, and labour relations and whether or not that these items should be audited. J Nicolle clarified what the objective of the audit is; identifying the risks and identifying appropriate items to be audited based on trends and best practices of other Boards.
- J Nicolle explained what was reviewed and the process for the audit and the audit plan and encouraged input from the Audit Committee that allows for further discussion.

## 6.2. 2012-13 Annual Audit Report (attached)\*\*

- J Nicolle explained to the committee that every year we are required to report the board's risks and audits. All the boards in the region are required to have an audit plan and report on those audits.
- J Nicolle highlighted the Annual Audit Report that included identifying a new team member, highlighting courses/conference that were attended, explaining that the Risk Assessment , Regional Audits and necessary audit follow-up to ensure action plans.
- J Gunn asked for clarification when a recommendation from an audit poses conflict with operational plans. J Nicolle clarified that audit follow up is based on commitments made from recommendations agreed to by the Board.
- J Nicolle identified that an enrolment audit is being completed and the final report will be available at a future meeting.
- Completed Termination, Retirement and Succession Planning audits were reviewed and closed. Moderate issues will require further follow up with staff and the Board.
- D Werden asked for more information as to how the risks were identified and the priority of the risks to identify the Audit Plan. Don requested that we recommend the risks for the Audit Plan

Moved by: D Werden

Seconded by: S Morris

"That the 2013-14 Internal Audit Plan be approved"

**CARRIED**

## 7. Future Meeting Dates

7.1. Tuesday, December 3, 2013 | Norfolk SSC | Carolinian Meeting and Computer Room | 6:00 pm

Next meeting agenda items include the 2012-2013 Financial Statements Questions and Answers and the Annual Audit Report to the Board of Trustees.

## 8. Adjournment

Moved by: S Morris

Seconded by: F Casey

"THAT the Audit Committee meeting of November 26, 2013 adjourn at 7:18 p.m."

**CARRIED**

\*indicates resource material that was emailed with the agenda.

\*\* indicates resource material that will be distributed at the meeting



**GRAND ERIE DISTRICT SCHOOL BOARD  
AUDIT COMMITTEE MEETING  
TUESDAY, DECEMBER 3, 2013  
6:00 p.m.**

Norfolk School Support Centre (Waterford DHS)  
Carolinian Meeting and Computer Room  
227 Main Street South, Waterford

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**COMMITTEE MEMBERS PRESENT:**

Don Werden, Trustee  
Carol Ann Sloat, Trustee  
J. Scott Morris, Volunteer  
Frank Casey, Volunteer  
John Forbeck, Director of Education

**RESOURCE STAFF PRESENT:**

Jamie Gunn, Superintendent of Business & Treasurer  
Cindy Smith, Manager of Business Services  
Kathryn Underwood, Recording Secretary

**GUEST(S) PRESENT:**

B Schell, Millard, Rouse and Rosebrugh-External Auditor

**COMMITTEE MEMBERS / RESOURCE STAFF ABSENT:**

Chris Lefebvre, Trustee  
Johan Nicolle, CGA CIA, Regional Internal Audit Manager, Southern Ontario Region

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**MINUTES**

1. Call to Order, Welcome and Introductions
  - 1.1. Chair Werden welcomed everyone and called the meeting to order at 6:00 pm.
2. Review December 3, 2013 Agenda\*  
Moved by: F Casey  
Seconded by: CA Sloat

“THAT the Audit Committee approves the agenda of December 3, 2013 as distributed.”

**CARRIED**

3. Approve November 26, 2013 Minutes\* – D Werden  
Moved by: CA Sloat  
Seconded by: S Morris

“THAT the Audit Committee approves the minutes of November 26, 2013 as distributed.”

**CARRIED**

4. Business Arising from Previous Minutes – D Werden

4.1. 2012-13 Financial Statements Q & A Presentation\*\*-J Gunn and B Schell

B Schell highlighted the Consolidated Financial Statement including; the overall financial position, Financial Assets, Financial Liabilities, Non-financial assets and accumulated surplus and responded to additional questions from the Committee.

Q-What would it take to provide adequate documentation and controls with school fundraising revenues to eliminate the qualification in the audit opinion?

A- Proportionally, school fundraising revenues in this board is high. More field testing and internal auditing would be required to satisfy completeness of revenues.

- Retirement Gratuity includes a correction that is a one-time correction.

Q-Are the actuarial assumptions set by Queens Park?

A-No, The actuaries are professionals and are accountable to their governing body for the work they perform. The correction to Retirement Gratuity liability does not affect surplus for compliance but the residual gain recognized from plan curtailment last year decreases.

- Revenues are up slightly from last year-Transportation efficiency grant increase may only be a one-time grant revenue, school generated funds have decreased (likely due to the labour disruption).
- B Schell -highlighted the consolidated statement of cash flow and encouraged the committee members to read the notes.
- Expenses-school operation maintenance has decreased, employee benefits has increased by 1.2 million for one time sick benefit wind up payment but the Board received a grant to equal the payout. Fees and contracts are down in the budget. Fees and contract services are down due to consolidating the processes.

J Gunn distributed and reviewed a question and answer handout. (attached) Further questions were received and B Schell provided answers (attached)

Chair Werden commented that the financial statements are cleaner and clearer this year.

Moved by: F Casey

Seconded by: S Morris

"That the Committee recommend the Board approve the Financial Statements as presented by Millard, Rouse and Rosebrugh."

**CARRIED**

## 5. New Business – D Werden

## 5.1. Audit Committee Annual Report to the Board\*-J Gunn

- J Gunn provided a draft report for the committee to review. Attendance for December 4<sup>th</sup> will be updated.

Moved by: CA Sloat

Seconded by: S Morris

“That the Committee approve the 2013 Annual Board Report as amended and submit it to the Board of Trustees.”

**CARRIED**

## 5.2. Committee Membership

- The committee discussed the term for non-board representatives. S Morris confirmed that his term on the committee will be completed at the end of January 2014, and indicated that he would not be considering an extension to his term. D Werden thanked S Morris for his time and contributions to the committee.
- The committee will review the vacancy and selection of the Chair at the May 6, 2014 meeting.

## 6. Future Meeting Dates-D Werden

The committee agreed to the following future meetings of the Audit Committee:

- Tuesday, May 6, 2014| Norfolk SSC | Carolinian Meeting Room | 6:00 pm
- Tuesday, September 23, 2014| Norfolk SSC | Carolinian Meeting Room | 6:00 pm
- Tuesday, November 25, 2014| Norfolk SSC | Carolinian Meeting Room | 6:00 pm
- Tuesday, December 2, 2014| Norfolk SSC | Carolinian Meeting Room | 6:00 pm

## 7. Adjournment

Moved by: CA Sloat

Seconded by: F Casey

“THAT the Audit Committee meeting of December 3, 2013 adjourn at 7:12 p.m.”

**CARRIED**

\*indicates resource material that was emailed with the agenda.  
material that will be distributed at the meeting

\*\* indicates resource



GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Don Werden, Audit Committee Chair

RE: **Audit Committee Annual Report**

DATE: December 9, 2013

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<p><b>Recommended Action:</b> It was moved by _____, Seconded by _____ THAT the Grand Erie District School Board approve the 2013 Audit Committee Annual Report.</p>
--

**Background:**

Ontario Regulation 361/10 and Grand Erie Bylaw 8 - Audit Committee Terms of Reference require the Audit Committee to provide an annual report to the Board.

**Additional Information:**

The Audit Committee Annual Report for the year ended August 31, 2013 is attached.

**Communication:**

A copy of the report will be forwarded to the Ministry of Education.

Respectfully submitted,

Don Werden  
Audit Committee Chair

## Grand Erie District School Board

## Audit Committee Annual Report to the Board of Trustees

This report summarizes the audit committee's actions for the fiscal year ending August 31, 2013

**Audit Committee Members:**

Following the recruitment and selection process indicated in Ontario Regulation 361/10, the following audit committee members were appointed to serve during the term:

D. Werden - Committee Chair  
 C. A. Sloat - Trustee representative  
 C. Lefevbre - Trustee representative  
 F. Casey - External member  
 S. Morris - External member

**Assessment:**

At the beginning of the year and in accordance with recommended good practice, various administrative tasks were completed. These included:

- Developing a work plan
- Developing a meeting schedule and agenda for the year

It was agreed to schedule four meeting throughout the year. Additional meeting would be scheduled if necessary. All meetings have been held as planned.

The members in attendance at each meeting are as follows:

Member	May 14, 2013	Sept 24, 2013	Nov 26, 2013	Dec 3, 2013
D. Werden	X	X	X	X
C. A. Sloat	X	X	X	X
C. Lefevbre	-	X	-	-
F. Casey	X	X	X	X
S. Morris	X	X	X	X

The Audit Committee was established by Board Motion January 31, 2011. All of the members were independent in accordance with the provision 4.(1) and 4.(2) of the regulation.

The Audit Committee members completed a self-assessment using the instrument provided by the Ministry of Education. A summary of the results of the self-assessment was reviewed at the meeting held November 26, 2013. The committee agreed to refer the comments provided on the self-assessment to a future meeting for fuller discussion.

**External Auditors:**

The External Auditors, Millard, Rouse & Rosebrugh LLP presented the Consolidated Financial Statements for the year ended August 31, 2013 to the committee at the meeting held on December 3, 2013. The committee recommended approval of the August 31, 2013 Financial Statements at the December 3, 2013 meeting.

**Internal Auditors:**

The South Region – Internal Audit Manager and Regional Internal Audit Team were fully staffed from October 2012.

A Risk Assessment Questionnaire was completed by board management staff in the 2012-13 fiscal year as a supplemental annual tool to identify any changes that have occurred since the last risk assessment, ensure the internal controls remain effective and remind process owners that risk management is everyone's responsibility.

The multi-year internal audit plan was presented by the Internal Audit Manager at the meeting held September 24, 2013. The committee recommended approval of the 2013-14 Internal Audit Plan at the meeting held November 26, 2013.

An internal audit of Enrolment was planned for completion during the year. The field work was completed late in November and the final report has not yet been issued.

Follow up of the prior year's audit finding was completed and reported in the 2012-2013 Annual Audit Report to the committee at the meeting held November 26, 2013.

By the signature noted below, we attest that we have discharged our duties and responsibilities respecting Ontario Regulation 361/10.

On behalf of the audit committee

D. Werden, Audit Committee Chairperson



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **Consolidated Financial Statements – August 31, 2013**

DATE: December 9, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Auditor's Report for the year ended 2012-13.

**Recommended Action:** It was moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2013 on behalf of the Board; and  
THAT the Consolidated Financial Statements dated August 31, 2013 be forwarded to the Ministry of Education, as required by the Education Act.

### Background

As required annually, attached is the Auditor's Report for 2012-13.

Blaine Schell of the Millard, Rouse & Rosebrugh will be present to review the report with the Board.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer

**Grand Erie District School Board**

Consolidated Financial Statements

**August 31, 2013**



**Millard, Rouse & Rosebrugh LLP**  
*Chartered Accountants*

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**Grand Erie District School Board**  
**Index to Consolidated Financial Statements**  
**August 31, 2013**

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**Millard, Rouse & Rosebrugh LLP**  
*Chartered Accountants*

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# Grand Erie District School Board

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

## Management Report

### Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements for the Grand Erie District School Board (Board) are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004: B2 and Ontario Regulation 396/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statement, except for the qualified opinion regarding the completeness of revenue with respect to the school fundraising activities.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee meets with management and the external auditor to review the consolidated financial statements and discuss any significant financial reporting or internal control matter prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Millard, Rouse and Rosebrugh LLP, chartered Accountants, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

John Forbeck  
Director of Education

Jamie Gunn  
Superintendent of Business

December 4, 2013

*Growing Excellence... Inspiring Success*

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## INDEPENDENT AUDITOR'S REPORT

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To the Board of Trustees of Grand Erie District School Board

We have audited the accompanying consolidated financial statements of Grand Erie District School Board, which comprise the consolidated statement of financial position as at August 31, 2013 and the consolidated statements of operations, changes in net debt and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Consolidated Financial Statements*

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

(continues)

*Basis for Qualified Opinion*

In common with many school boards, individual schools derive revenue from school fundraising activities held throughout the year. Adequate documentation and controls were not in place throughout the year to allow us to obtain satisfactory audit verification as to the completeness of these revenues. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the individual schools and we were not able to determine whether any adjustments might be necessary to school fundraising revenue, annual surplus, and cash flows from operating activities for the year ended August 31, 2013, and financial assets as at August 31, 2013 and accumulated surplus as at September 1, 2012 and August 31, 2013.

*Qualified Opinion*

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion Paragraph, the consolidated financial statements of Grand Erie District School Board as at and for the year ended August 31, 2013, are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

*Emphasis of Matter*

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

*Millard, Rouse + Rosebrugh LLP*

December 4, 2013  
Simcoe, Ontario

Chartered Accountants  
Licensed Public Accountants

**Grand Erie District School Board**  
**Consolidated Statement of Financial Position**  
**As at August 31, 2013**

	2013	2012
<b>Financial Assets</b>		
Cash and cash equivalents	\$ 3,431,574	\$ 3,076,693
Accounts receivable (Note 2)	16,207,521	26,598,088
Accounts receivable - Government of Ontario (Note 3)	96,580,606	97,551,375
Assets held for sale (Note 4)	1,196,139	1,116,431
	<b>\$117,415,840</b>	<b>\$128,342,587</b>
<b>Financial Liabilities</b>		
Temporary borrowing (Note 5)	\$ 32,052,335	\$ 87,765,825
Accounts payable and accrued liabilities (Note 7)	9,627,715	13,331,399
Deferred revenue (Note 8)	4,324,433	2,591,157
Deferred capital contributions (Note 9)	175,266,927	174,011,911
Long term debt (Note 10)	101,840,028	63,184,522
Retirement and other employee future benefits (Note 11)	45,628,247	44,727,584
	<b>368,739,685</b>	<b>385,612,398</b>
<b>Net debt</b>	<b>(251,323,845)</b>	<b>(257,269,811)</b>
<b>Non-financial Assets</b>		
Prepaid expenses	5,846,549	6,031,267
Inventories of supplies	250,000	250,000
Tangible capital assets (Note 12)	207,479,342	209,077,197
	<b>213,575,891</b>	<b>215,358,464</b>
<b>Accumulated surplus (deficit) (Note 13)</b>	<b>\$ (37,747,954)</b>	<b>\$ (41,911,347)</b>

**ON BEHALF OF THE BOARD**

\_\_\_\_\_ Chair of the Board

\_\_\_\_\_ Vice-Chair of the Board

See accompanying notes



# Grand Erie District School Board

## Consolidated Statement of Operations

Year ended August 31, 2013

	2013 Budget (Unaudited)	2013	2012
<b>REVENUES</b>			
Provincial grants - Grants for student needs	\$269,517,783	<b>\$273,693,091</b>	\$274,915,952
Provincial grants - Other	10,397,252	<b>11,731,239</b>	6,221,708
Federal grants and fees (Note 17)	6,811,271	<b>6,982,775</b>	6,826,351
Other revenue - School boards	324,300	<b>150,000</b>	150,000
Other fees and revenue	780,950	<b>1,358,595</b>	881,524
School fundraising	7,536,200	<b>6,868,949</b>	8,047,098
	295,367,756	<b>300,784,649</b>	297,042,633
<b>Expenses (Note 14)</b>			
Instruction	225,079,888	<b>229,370,119</b>	217,122,987
Administration	7,580,515	<b>8,088,345</b>	7,067,440
Transportation	11,075,231	<b>10,786,615</b>	13,865,247
Pupil accommodation	39,829,532	<b>41,228,028</b>	43,685,211
Other	1,509,861	<b>420,439</b>	264,272
School funded activities	7,536,200	<b>6,727,710</b>	7,981,558
	292,611,227	<b>296,621,256</b>	289,986,715
<b>ANNUAL SURPLUS</b>	2,756,529	<b>4,163,393</b>	7,055,918
<b>Deficit - beginning of year</b>	(38,877,949)	<b>(41,911,347)</b>	(48,967,265)
<b>DEFICIT - END OF YEAR</b>	\$ (36,121,420)	<b>\$ (37,747,954)</b>	\$ (41,911,347)

See accompanying notes

# Grand Erie District School Board

## Consolidated Statement of Cash Flow

Year ended August 31, 2013

	2013	2012
<b>OPERATING ACTIVITIES</b>		
Annual surplus	\$ 4,163,393	\$ 7,055,918
Items not affecting cash:		
Amortization of tangible capital assets	11,873,339	10,763,601
Loss on disposal of tangible capital assets	-	411,452
Revenue recognized from deferred capital contributions	(10,074,263)	(11,099,141)
Write-downs of tangible capital assets	-	1,967,984
	<b>5,962,469</b>	<b>9,099,814</b>
Sources and (Uses):		
Accounts receivable	10,390,567	(2,865,033)
Accounts payable and accrued liabilities	(3,703,684)	(784,084)
Deferred revenue - operating	648,870	1,327,742
Retirement and other employee future benefits	900,663	(11,518,687)
Prepaid expenses	184,718	94,152
	<b>8,421,134</b>	<b>(13,745,910)</b>
Cash flow from (used by) operating activities	<b>14,383,603</b>	<b>(4,646,096)</b>
<b>INVESTING ACTIVITIES</b>		
Proceeds on sale of tangible capital assets	1,053,797	206,442
Cash used to acquire tangible capital assets	(10,886,306)	(20,796,217)
Cash flow used by investing activities	<b>(9,832,509)</b>	<b>(20,589,775)</b>
<b>FINANCING ACTIVITIES</b>		
Accounts receivable - Government of Ontario	970,769	(4,787,680)
Increase (decrease) in temporary borrowing	(55,713,490)	17,428,200
Increase (decrease) in deferred revenue - capital	1,004,698	(2,319,846)
Additions to deferred capital contributions	10,886,306	17,502,444
Long term debt issued	41,251,572	-
Debt repayments	(2,596,068)	(2,479,497)
Cash flow from (used by) financing activities	<b>(4,196,213)</b>	<b>25,343,621</b>
<b>Net change in cash and cash equivalents during the year</b>	<b>354,881</b>	<b>107,750</b>
Cash and cash equivalents - beginning of year	<b>3,076,693</b>	<b>2,968,943</b>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<b>\$ 3,431,574</b>	<b>\$ 3,076,693</b>

See accompanying notes



**Grand Erie District School Board**  
**Consolidated Statement of Change in Net Debt**  
**Year Ended August 31, 2013**

	2013	2012
<b>Annual Surplus</b>	<b>\$ 4,163,393</b>	<b>\$ 7,055,918</b>
<b>TANGIBLE CAPITAL ASSET ACTIVITY</b>		
Acquisition of tangible capital assets	(10,886,306)	(20,796,217)
Amortization of tangible capital assets	11,873,338	10,763,535
Loss on sale of tangible capital assets	-	411,452
Proceeds on sale of tangible capital assets	-	206,442
Transfer to assets held for sale	610,823	465,000
Write-downs of tangible capital assets	-	1,967,984
	<b>1,597,855</b>	<b>(6,981,804)</b>
<b>OTHER NON-FINANCIAL ASSET ACTIVITY</b>		
Acquisition of prepaid expenses	(5,846,549)	(6,031,267)
Use of prepaid expenses	6,031,267	6,125,430
	<b>184,718</b>	<b>94,163</b>
<b>Decrease in net debt</b>	<b>5,945,966</b>	<b>168,277</b>
Net debt at beginning of year	(257,269,811)	(257,438,088)
<b>Net debt at end of year</b>	<b>\$(251,323,845)</b>	<b>\$(257,269,811)</b>

See accompanying notes



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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below.

Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that;

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

*(continues)*

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)**

Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenue and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Transportation consortium, which include the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium which are controlled unilaterally by the participating Board's are reflected in the consolidated financial statements.

Trust funds

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

Cash and cash equivalents

Cash and cash equivalents comprise of cash on hand, demand deposits and short term investments. Short term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Deferred Capital Contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues which were historically used to fund capital assets

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)**

Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits and retirement gratuities. In 2012, changes were made to the Board's retirement gratuity plan, sick leave plan and retiree health, life and dental plan. The Board has adopted the following policies with respect to accounting for these employee benefits:

- (a) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses are recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method pro-rated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. The changes to the retiree health, life and dental plans resulted in a plan curtailment and any unamortized actuarial gains and losses associated with the employees impacted by the change are recognized as at August 31, 2012.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (b) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period;
- (c) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)**

Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful lives as follows:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
Furniture and equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Capital leased assets	10 years
Vehicles	5 years

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which the events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital that meet the definition of a liability are referred to as deferred capital contributions (DCC). Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset.

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)**

Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The budget figures are unaudited.

Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1 requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates.

**2. ACCOUNTS RECEIVABLE**

	2013	2012
Municipalities	\$ 8,476,249	\$ 8,355,852
Province of Ontario	4,073,587	4,374,831
Government of Canada	1,416,232	5,660,248
Other school boards	582,823	6,676,064
Other	1,658,630	1,531,093
	<b>\$ 16,207,521</b>	<b>\$ 26,598,088</b>

**3. ACCOUNTS RECEIVABLE - GOVERNMENT OF ONTARIO**

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Grand Erie District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$96,580,606 as at August 31, 2013, (2012 - \$97,551,375) with respect to capital grants.

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**4. ASSETS HELD FOR SALE**

As of August 31, 2013, \$1,196,139 (2012 - \$1,116,431) related to buildings were recorded as assets held for sale. During the year net proceeds of \$1,053,797 were received on 2 school properties that were sold, resulting in a net gain of \$522,682. Additional properties with net book values of \$610,823 were reclassified to assets held for sale during the year.

**5. TEMPORARY BORROWING**

Temporary borrowing is comprised of bank overdraft and short term bank loans as follows:

	2013	2012
Bank overdraft	\$ 20,779,335	\$ 36,772,825
Bankers' acceptances	11,273,000	50,993,000
	<b>\$ 32,052,335</b>	<b>\$ 87,765,825</b>

The organization has credit facility agreement consisting of revolving demand term facility with a limit of \$50,000,000 and additional credit facility agreements by way of bankers' acceptance with a limit of \$11,273,000. The bank overdraft bears interest at prime minus 0.75%. The bankers' acceptances bear interest at the banker's prime minus 0.75% for fees at 1.275 per annum, plus an acceptance fee of 0.75%.

**6. DEBT CHARGES AND CAPITAL LOAN INTEREST**

The debt charges and capital loan interest charges includes principal and interest payments as follows:

	2013	2012
Principal payments on long term debt	\$ 2,596,068	\$ 2,479,484
Interest payments on long term debt	3,341,640	3,216,329
	<b>\$ 5,937,708</b>	<b>\$ 5,695,813</b>

**7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	2013	2012
Trade	\$ 9,363,705	\$ 13,113,100
Teachers wage deferral plan payable	264,010	218,299
	<b>\$ 9,627,715</b>	<b>\$ 13,331,399</b>

**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**8. DEFERRED REVENUE**

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue. Deferred revenue for specific purposes by legislation, regulation or agreement as at August 31, 2013 is comprised of:

	Balance as at August 31, 2012	Revenue received and interest earned	Revenue recognized in the period	Transfer to deferred capital contributions	Balance as at August 31, 2013
Provincial grants - other	\$ 1,254,261	\$ 64,219,363	\$ (56,337,130)	\$ (6,077,631)	\$ <b>3,058,863</b>
Other	220,464	-	(4,050)	(146,984)	<b>69,430</b>
Assets held for sale	1,116,432	79,708	-	-	<b>1,196,140</b>
	<b>\$ 2,591,157</b>	<b>\$ 64,299,071</b>	<b>\$ (56,341,180)</b>	<b>\$ (6,224,615)</b>	<b>\$ 4,324,433</b>

**9. DEFERRED CAPITAL CONTRIBUTIONS**

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2013	2012
Balance - beginning of year	<b>\$174,011,911</b>	\$167,608,607
Additions	<b>11,940,102</b>	18,585,349
Revenue recognized	<b>(10,074,263)</b>	(11,099,141)
Transfers to deferred revenue	<b>(610,823)</b>	(1,082,904)
Balance - end of year	<b>\$175,266,927</b>	\$174,011,911

**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**10. LONG TERM DEBT**

	2013	2012
Demand Loan payable to Royal Bank of Canada, bearing interest at 5.54%, repayable in blended monthly principal and interest payments of \$24,330, due January 10, 2015	\$ 2,466,994	\$ 2,616,985
Demand Loan payable to Royal Bank of Canada, bearing interest at 5.83%, repayable in blended monthly principal and interest payments of \$24,912, due July 8, 2015	2,565,102	2,709,856
Demand Loan payable to Royal Bank of Canada, bearing interest at 6.00%, repayable in blended monthly principal and interest payment of \$25,257, due December 23, 2015	2,637,510	2,777,706
Loan payable to Royal Bank of Canada, bearing interest at 4.77%, repayable in the following blended monthly principal and interest payments of \$18,843, due June 24, 2014	1,149,762	1,316,382
Loan payable to Royal Bank of Canada, bearing interest at 2.49%, repayable in the following blended monthly principal and interest payments of \$32,623, due August 30, 2015	763,161	1,130,646
Loan payable to Royal Bank of Canada, bearing interest at 2.82%, repayable in the following blended monthly principal and interest payments of \$7,321, due January 23, 2015.	121,936	205,076
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.76%, repayable in blended semi-annual principal and interest payments of \$529,236, due November 15, 2029.	12,002,771	12,472,818
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.56%, repayable in blended semi-annual principal and interest payments of \$399,470, due November 15, 2031.	9,912,230	10,247,658
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.9%, repayable in blended semi-annual principal and interest payments of \$331,482, due March 3, 2033.	8,340,605	8,585,833
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 5.23%, repayable in blended semi-annual principal and interest payments of \$659,390, due April 13, 2035.	17,075,824	17,485,065
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.83%, repayable in blended semi-annual principal and interest payments of \$129,343, due March 11, 2036.	3,552,559	3,636,497

*(continues)*



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**10. LONG TERM DEBT (continued)**

	2013	2012
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive To Repair and Capital Priorities expenditures, bearing interest at 3.799%, repayable in blended semi-annual principal and interest payments of \$1,419,517, due March 19, 2038.	41,251,574	-
	<b>\$101,840,028</b>	<b>\$ 63,184,522</b>

Principal repayment terms are approximately:

2014	\$ 4,716,720
2015	8,061,960
2016	5,216,774
2017	3,016,578
2018	3,152,765
Thereafter	77,675,231
	<u>\$101,840,028</u>

**11. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS**

Retirement and other employee future benefit liabilities:

	2013	2012
<b>Accrued employee future benefit obligations</b>		
Retirement gratuity plan	\$ 40,857,795	\$ 39,258,061
Retirement life insurance and health care benefits	1,953,961	2,409,461
Workplace Safety and Insurance Board obligations	2,717,118	3,060,062
Sick Leave Top-Up Benefits	99,373	-
Total employee future benefit liability at August 31	<b>45,628,247</b>	<b>44,727,584</b>

Current years amounts exclude the unamortized actuarial gain of \$1,045,122, and include a curtailment data correction in the amount of \$3,556,000 related to the data used in the 2012 valuation for curtailment gain. The prior years unamortized actuarial losses of \$14,094,162 were recognized against the change in accrued benefit obligation due to plan curtailment of \$(27,359,724), leaving a net curtailment gain of \$(13,265,562).

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**11. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

Retirement and other employee future benefit expenses:

<b>Current year benefit cost</b>		
Retirement gratuity plan	-	3,172,564
Retirement life insurance and health care benefits	37,167	233,087
Non-vesting sick leave benefits	-	1,185,403
Workplace Safety and Insurance Board obligations	455,762	427,607
	<b>492,929</b>	<b>5,018,661</b>
<b>Interest on accrued benefit obligation</b>		
Retirement gratuity plan	1,183,978	1,723,952
Retirement life insurance and health care benefits	64,898	238,152
Non-vesting sick leave benefits	-	609,118
Workplace Safety and Insurance Board obligations	78,359	86,045
	<b>1,327,235</b>	<b>2,657,267</b>
<b>Cost of (gain on) plan amendments</b>		
Workplace Safety and Insurance Board obligations	(301,882)	504,188
Sick Leave Top-Up Benefits	206,557	-
	<b>(95,325)</b>	<b>504,188</b>
<b>Curtailment (gain) loss</b>		
Retirement gratuity plan	3,556,000	(7,902,100)
Retirement life insurance and health care benefits	-	(3,734,718)
Non-vesting sick leave benefits	-	(15,722,906)
	<b>3,556,000</b>	<b>(27,359,724)</b>
<b>Recognition of unamortized actuarial losses</b>		
Retirement gratuity plan	-	10,013,599
Retirement life insurance and health care benefits	(28,028)	305,216
Non-vesting sick leave benefits	-	3,775,347
	<b>(28,028)</b>	<b>14,094,162</b>
Total employee future benefit expenses	<b>\$ 5,252,811</b>	<b>\$ (5,085,446)</b>

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**11. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

**Plan changes**

In 2012, changes were made to the Board's retirement plan, sick leave plan and retiree health, life and dental plan. As a result employees eligible for a retirement gratuity will receive payout upon retirement based on their accumulated vested sick days under the plan and salary as of August 31, 2012. All accumulated non-vested sick days were eliminated as of September 1, 2012, and were replaced with a new short term leave and disability plan. In 2013, further changes were made to the short term leave and disability plan. Under the new short term leave and disability plan, 11 unused sick leave days may be carried forward into the following year only, to be used to top-up benefits received under the short term leave and disability plan in that year. A new provision was established as of August 31, 2103 representing the expected usage of sick days that have been carried forward for benefit top-up in the following year.

Retirement life insurance, dental and health care benefits have been grandfathered to existing retirees and employees that are eligible and will retire in 2012-13 and before.

**Actuarial assumptions**

The accrued benefit obligations for employee future benefit plans as at August 31, 2013 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2013. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2013	2012
	%	%
Inflation		
Retirement gratuity plan	2	2
Retirement life insurance and health care benefits	2	2
Workplace safety and insurance board obligations	2	2
Wage and salary escalation		
Retirement gratuity plan	0	0
Insurance and health care cost escalation		
Health costs	8.75	9
Dental costs	4.75	5
Discount on accrued benefit obligations		
Retirement gratuity plan	3.4	3
Retirement life insurance and health care benefits	3.4	3
Workplace Safety and Insurance Board obligations	2.75	2.75

**Retirement benefits**

**Ontario Teachers' Pension Plan**

Teachers are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's financial statements.

*(continues)*

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**11. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (*continued*)**

Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2013, the Board contributed \$3,469,281 (2012 - \$3,003,939) to the plan. These contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

Retirement Gratuities

The Board provides retirement gratuities to certain groups of employees. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. In the prior year, the amount of gratuities payable to eligible employees at retirement was based on their salary and accumulated sick days at retirement. As a result of the plan change, the amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days, and years of service at August 31, 2012. The changes to the Board's retirement gratuity plan resulted in a one-time net increase to the Board's obligation of \$2,111,499 and a corresponding curtailment loss was reported in the consolidated statement of operations and accumulated surplus (deficit) as at August 31, 2012. In 2013, as a result of a data corrections to the data used in the 2012 valuation, a curtailment loss has been recognized in the amount of \$3,556,000, which has increased the Board's obligation in 2013.

Life Insurance benefits

The Board sponsors a separate plan for retirees to provide life insurance benefits. The Board is responsible for the payment of life insurance premiums under this plan, however all or a portion of the cost are recovered from the employees as specified in their collective agreement. The premiums are based on the Board experience and retirees' premiums are subsidized by the board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for Board subsidized premiums or contributions. The changes to the Board's retirement life insurance plans resulted in a one-time net reduction to the Board's obligation of \$3,429,502 and a corresponding curtailment gain was reported in the consolidated statement of operations and accumulated surplus (deficit) as at August 31, 2012.

Health care and dental benefits

The Board sponsors a separate plan for retirees to provide group health care and dental benefits. The Board is responsible for the payment of health care premiums under this plan, however all or a portion of the cost is recovered from the employees as specified in their collective agreement once a certain time period has been reached. Benefits provided by the Board are provided through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

*(continues)*

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**11. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (*continued*)**

**Other employee future benefits**

Workplace Safety and Insurance Board Obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes in 2012 requires school boards to provide salary top-up to a maximum of 4 1/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the previously negotiated collective agreement included such provision. This resulted in a one-time increase to the Board's obligation of \$504,188 as at August 31, 2012. A clarification in the memorandum of understanding established a limit to the top-up to 4 1/2 years, which resulted in a reduction of \$301,882 in 2013.

Long-Term Disability Life Insurance and Dental and Health Care Benefits

The Board may provide life insurance, dental and health care benefits to employees on long-term disability leave at their request. The Board is responsible for the payment of life insurance premiums and the cost of health care benefits under this plan, however all or a portion of the cost is recovered from the employees as specified in their collective agreement once a certain time period has been reached. Benefits provided by the Board are provided through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

Sick Leave Benefits

As a result of the plan changes, the Board's liability related to compensated absences from sick leave accumulations was eliminated, resulting in a one-time net reduction to the obligation of \$11,947,559 and a corresponding curtailment gain was reported in the consolidated statement of operations and accumulated surplus (deficit) as at August 31, 2012.

Sick Leave Top-Up Benefits

As a result of new changes made in 2013 to the short term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$101,361.

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2013. This actuarial valuation is based on assumptions about future events.

**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**12. TANGIBLE CAPITAL ASSETS**

COST	2012	Additions and Transfers	Disposals and transfers	2013
Land	\$ 4,165,032	\$ -	\$ -	\$ 4,165,032
Land improvements	5,943,306	96,294	-	6,039,600
Buildings	269,004,486	8,243,607	1,345,495	275,902,598
Portable structures	13,602,653	-	2,304,801	11,297,852
Furniture and equipment	4,595,982	617,885	80,243	5,133,624
Computer hardware	12,361,179	1,829,091	6,420,132	7,770,138
Computer software	1,511,949	-	373,955	1,137,994
Capital leased assets	534,779	-	-	534,779
Vehicles	221,758	99,431	-	321,189
	<b>\$311,941,124</b>	<b>\$ 10,886,308</b>	<b>\$ 10,524,626</b>	<b>\$312,302,806</b>

AMORTIZATION	2012	Amortization and write downs	Disposals, transfers, adjustments	2013
Land improvements	\$ 663,094	\$ 435,876	\$ -	\$ 1,098,970
Buildings	82,797,832	8,643,017	734,672	90,706,177
Portable structures	8,987,848	571,217	2,304,801	7,254,264
Furniture and equipment	1,882,491	494,491	80,243	2,296,739
Computer hardware	7,493,930	1,385,643	6,420,132	2,459,441
Computer software	695,371	235,325	373,955	556,741
Capital leased assets	321,185	53,477	-	374,662
Vehicles	22,176	54,294	-	76,470
	<b>\$102,863,927</b>	<b>\$ 11,873,340</b>	<b>\$ 9,913,803</b>	<b>\$104,823,464</b>

NET BOOK VALUE	2013	2012
Land	\$ 4,165,032	\$ 4,165,032
Land improvements	4,940,630	5,280,212
Buildings	185,196,421	186,206,654
Portable structures	4,043,588	4,614,805
Furniture and equipment	2,836,885	2,713,491
Computer hardware	5,310,697	4,867,249
Computer software	581,253	816,578
Capital leased assets	160,117	213,594
Vehicles	244,719	199,582
	<b>\$207,479,342</b>	<b>\$209,077,197</b>

(continues)

**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**12. TANGIBLE CAPITAL ASSETS (continued)**

(a) Asset inventories for resale

The board has identified 1 building property that qualifies as "assets permanently removed from service". \$444,710 related to buildings has been included in the net book value ending balance as of August 31, 2013. (2012, 3 buildings - \$1,055,533).

(b) Write-down of tangible capital assets

The write-down of tangible capital assets during the year was Nil (2012 - \$1,967,984).

**13. ACCUMULATED SURPLUS (DEFICIT)**

Accumulated surplus (deficit) consists of the following:

	2013	2012
<b>Surplus(deficit):</b>		
Invested in non-depreciable tangible capital assets	\$ 4,114,936	\$ 4,114,936
Employee future benefits	(45,628,247)	(44,727,584)
Internally appropriated	2,189,567	2,225,191
School generated funds	2,864,243	2,723,004
Other	(1,288,453)	(6,246,894)
	<b>\$ (37,747,954)</b>	<b>\$ (41,911,347)</b>

**14. EXPENSES BY OBJECT**

The following is a summary of the expenses reported on the consolidate statement of operations by object:

	2013 Budget (Unaudited)	2013 Actual	2012 Actual
Salary and wages	\$204,097,690	\$202,699,469	\$203,374,063
Employee benefits	28,711,066	34,516,207	19,939,862
Staff development	869,185	1,794,187	2,035,315
Supplies and services	26,929,247	25,669,672	27,522,118
Interest Charges on Capital	3,708,586	4,405,073	4,292,414
Rental expenses	112,128	274,697	239,372
Fees and contract services	13,568,787	12,701,904	17,644,278
Amortization and write downs of tangible capital assets	12,345,279	11,873,339	13,142,971
Other	2,269,259	2,686,708	1,796,322
	<b>\$292,611,227</b>	<b>\$296,621,256</b>	<b>\$289,986,715</b>

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**15. TRUST FUNDS**

Trust funds administered by the Board amounting to \$773,695 (2012 - \$634,702) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations.

**16. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)**

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$24,000,000 per occurrence.

**17. TUITION AGREEMENT TRANSFERS**

Grand Erie District School Board has tuition agreements with Aboriginal Affairs and Northern Development Canada (AANDC) and Mississaugas of the New Credit First Nations (MNFCN). The agreements provide accommodation instruction and special services for Aboriginal Pupils. Payments received by the Board during the year are as follows:

	2013	2012
<b>Aboriginal Affairs and Northern Development Canada</b>		
Tuition agreements - secondary	\$ 5,503,028	\$ 5,323,851
Special services agreement - native advisor	112,832	112,832
Special services agreement - educational counsellor	340,273	340,273
Special services agreement - high cost special secondary	490,000	490,000
Special services agreement - high cost special elementary	-	48,652
Secondary summer school	28,345	17,757
	<b>6,474,478</b>	<b>6,333,365</b>
<b>Mississaugas of the New Credit First Nations</b>		
Tuition agreements - secondary	410,017	395,389
Special services agreement - high cost special education	98,280	97,597
	<b>508,297</b>	<b>492,986</b>
<b>Total</b>	<b>\$ 6,982,775</b>	<b>\$ 6,826,351</b>

**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

**18. CONTRACTUAL OBLIGATIONS**

The Board has ongoing commitments under operating leases. Anticipated lease payments over the next five years are as follows:

2014	\$ 2,505,426
2015	2,516,830
2016	2,347,874
2017	2,363,419
2018	2,421,367

**\$ 12,154,916**

The Board had letters of credit outstanding with the bank as at August 31, 2013 of \$1,083,601 (2012 - \$953,359), which were required for security on some of the construction projects.

**19. PARTNERSHIP IN TRANSPORTATION CONSORTIUM**

	2013		2012	
	Total	Board Portion	Total	Board Portion
<b>Financial position:</b>				
Financial assets	\$ 88,562	\$ 88,562	\$ 95,325	\$ 95,325
Liabilities	(88,562)	(88,562)	(95,325)	(95,325)
<b>Accumulated surplus(deficit)</b>	-	-	-	-
<b>Operations:</b>				
Revenues	15,298,663	10,715,820	17,352,100	(12,040,332)
Expenses	(15,298,663)	(10,715,820)	(17,352,100)	12,040,332
<b>Annual surplus(deficit)</b>	\$ -	\$ -	\$ -	\$ -

Transportation Consortium

On October 14, 2010, Student Transportation Services of Brant Haldimand Norfolk was incorporated. On September 1, 2009, the Board entered into an agreement with Brant Haldimand Norfolk Catholic District School Board and Conseil Scolaire de District Catholique Centre-Sud in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the boards. Under the agreement, decisions related to the financial and operating activities of Student Transportation Services of Brant Haldimand Norfolk are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses.

The above provides condensed financial information, which is reported net of hst.

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2013**

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**20. REPAYMENT OF “55 SCHOOL BOARD TRUST” FUNDING**

On June 1, 2003, the Board received \$3,520,453 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the Board's financial position.

**21. COMPARATIVE FIGURES**

Some of the comparative figures have been reclassified to conform to the current year's presentation.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **Signing Officers**

DATE: December 9, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT (1) signing authorities for the Grand Erie District School Board, relative to General and Trust Accounts/ Legal Documents/Contracts/Bank Loans shall be one of the Chair of the Board or the Vice Chair of the Board, together with one of the Director of Education or Superintendent of Business and Treasurer; and (2) facsimile signatures of the Board Chair and Superintendent of Business and Treasurer shall be used for signing General Account cheques produced by the Board's financial accounting system.

### Rationale/Background

This recommendation is presented to ensure that the Board's operations continue in an orderly manner.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary  
FROM: Jamie Gunn, Superintendent of Business and Treasurer  
RE: **Borrowing Authority**  
DATE: December 9, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board authorize the Signing Authorities of the Board to obtain loans at any one time up to a maximum of \$55,000,000, to cover current payrolls and general account cheques, if required.

### **Rationale/Background**

This motion will ensure that the Board continues to carry out its operational business.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **2013-14 Revised Budget Estimates**

DATE: December 9, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
that Grand Erie District School Board approve the 2013-14 Revised Budget Estimates for submission to  
the Ministry of Education.

### **Background:**

Revised 2013-14 Operating Budget Estimates are due for submission to the Ministry of Education later this month. Revisions to the original budget include;

1. Updated enrolment estimated based on the October 31 actuals as presented to the Board in November.
2. Staffing adjustments as reported in the Workforce report presented to the Board in November.
3. Recognition of Ministry Labour Enhancement funding and salary costs reflecting the change of the October 11, 2013 unpaid day to a paid professional development day for teaching staff.

A summary of the budget changes is attached.

Pending approval, the 2013-14 Revised Budget Estimates will be submitted to the Ministry of Education by December 13, 2013.

Respectfully submitted

Jamie Gunn  
Superintendent of Business & Treasurer

**Grand Erie District School Board**  
**Summary of Estimated Revenue**  
**2013-14**

	Estimates 2013-14	Revised Estimates 2013-14	Variance
<b><u>Enrolment - (Full Time Equivalent for Grants and Tuition)</u></b>			
Elementary - (excluding ELP - EPO funded)	15,712.5	15,852.0	139.5
ELP students funded by EPO	1,165.0	1,258.5	93.5
Secondary	9,402.5	9,419.6	17.1
Total Full Time Equivalent Students	26,280.0	26,530.1	250.2
<b><u>Government of Ontario - Student Focused Grants</u></b>			
Pupil Foundation Allocation	126,624,133	127,371,122	746,989
School Foundation Allocation	19,088,303	19,219,220	130,917
Special Education	33,557,506	33,724,276	166,770
Language	3,482,723	3,404,375	-78,348
Rural and Community Allocation	309,381	311,104	1,723
Learning Opportunity	4,046,426	4,051,199	4,773
Adult Education, Continuing Education and Summer School	1,417,518	1,370,011	-47,507
Teacher Compensation	18,088,227	18,180,544	92,317
New Teacher Induction Program	222,369	222,369	0
Transportation	11,378,464	13,389,187	2,010,723
Administration and Governance	6,757,591	6,789,727	32,136
Pupil Accommodation	26,837,240	26,911,412	74,172
Facilities Renewal	5,336,403	5,343,939	7,536
Debt Charges & NPF Financing	262,276	262,276	0
Program Enhancement			
Safe Schools	471,159	473,208	2,049
First Nation Education Supplemental Allocation	419,112	420,704	1,592
Declining Enrolment	1,214,191	934,047	-280,144
Restraint Savings	-79,528	-79,528	0
Total General Legislative Grant Allocation	259,433,494	262,299,192	2,865,698
<b><u>Other Grants - Government of Ontario</u></b>			
EPO-Grants Other	2,092,413	2,881,520	789,107
ELP - EPO Grant	12,194,776	12,194,776	0
Other Government of Ontario Grants	1,334,744	1,334,744	0
	15,621,933	16,411,040	789,107
<b><u>Other School Boards</u></b>			
Transportation Recoveries ( Rent & Administration)	43,203	43,203	0
Other Recoveries	70,000	70,000	0
Shared Services	160,000	160,000	0
	273,203	273,203	0
<b><u>Government of Canada</u></b>			
Tuition Fees	5,759,070	5,877,386	118,316
Other Recoveries	1,251,492	1,251,606	114
Other Federal Grants - LINC	238,000	238,000	0
	7,248,562	7,366,992	118,430
<b><u>Individuals</u></b>			
Tuition Fees - Regular Day School	25,000	25,000	0
Tuition Fees - Con Ed	35,000	35,000	0
Facilities Rentals & Leases	399,960	399,960	0
Sale of Furniture and Equipment			
	459,960	459,960	0
<b><u>Other Revenue</u></b>			
Cafeteria Income	20,435	20,435	0
Sundry Income & Administration Recovery Fees	548,794	548,794	0
Insurance Proceeds & Specified donations			
	569,229	569,229	0
<b>Total Revenue</b>	<b>283,606,381</b>	<b>287,379,616</b>	<b>3,773,235</b>

Operating Expenditures - 2013-14 Revised Estimates		
<b>Operating Expendituures - Original Budget</b>		<b>283,317,091</b>
<u>Budget Revisions</u>		
Additional Secondary Teaching Staff	4.5 FTE	442,570
Additional Elementary Teaching Staff	3.5 FTE	319,418
Additional Early Childhood Educators	7.0 FTE	384,834
Budget Adjustment re Early Years Leader Funding	0.5 FTE	82,500
Labour Enhancements - reduction of unpaid day Oct 11		
- Elementary Teachers		429,289
-Secondary Teachers		277,318
Total additional expenditure		1,935,929
<b>Operating Expenditures - Revised Budget</b>		<b>285,253,020</b>
<b>Projected in year surplus</b>		<b>2,126,596</b>



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business

RE: **Summary of Accounts – November 2013**

DATE: December 9, 2013

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<p><b>Recommended Action:</b> It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of November 2013 in the amount of \$10,310,388.12 as information.</p>
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### 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

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

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

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

\*\* **Please note** that

**NR=not required**

indicates that an annual JOHSC inspection should take place.

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
55	Walpole North	X	X	X							
56	Walsh	X	X	X							
57	Walter Gretzky Elementary School	X	X	X							
58	Waterford Public	X	XX	X							
59	West Lynn	X	XX	X							
60	Woodman-Cainsville	X	X	X							
	<b>Secondary Schools</b>										
61	B.C.I. & V.S.	X	X	XX							
62	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX							
63	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX							
64	Dunnville Secondary S. (Incl. TP - 237 Chestnut St., Dunnville)	X	XX	X							
65	G.E.L.A. Brantford (Rawdon)	XX	X	X							
66	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X							
67	G.E.L.A. - Simcoe	XX	X	X							
68	HSS - Six Nations	XX	not done	X							
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X							
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	XX	X							
71	North Park C. & V.S.	X	XX	X							
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	XX	X							
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	X	XX	X							
74	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X							
75	Sprucedale Secondary School	X	X	X							
76	Tollgate Tech. Skills Centre	X	XX	X							
77	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X	X							
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX							
No.											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X	X	X							
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X	X							
81	Head Office	X	X	X							
82	Head Office - Facility Services	X	X	X							

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

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

<b><u>Storage Facilities - Done by school staff as portion of school</u></b>										
<b><u>in monthly inspect. &amp; Inspected twice a year by JOHSC</u></b>	<b><u>Sept.</u></b>	<b><u>Oct.</u></b>	<b><u>Nov.</u></b>	<b><u>Dec.</u></b>	<b><u>Jan.</u></b>	<b><u>Feb.</u></b>	<b><u>Mar.</u></b>	<b><u>Apr.</u></b>	<b><u>May</u></b>	<b><u>June</u></b>
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X	X	X							
Storage Building Langton Bus Barn, 23 Albert Street, Langton		x	XX							
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh		x	X							
<b><u>Vacant Buildings - Done monthly by facility staff and twice a</u></b>										
<b><u>year by JOHSC</u></b>										
Windham Central - including Bus Barn, 1029 Regional Rd 9, Windham Centre	X	X	SOLD							
Hillcrest Property (former Norfolk Facility Building & Former Norfolk School Support Centre) 173 Hillcrest Road, Simcoe	XX	X	X							
Victoria	X	X	XX							
Coronation School, 54 Ewing Dr. Brantford	X	X	X							
Dunnville Central School, 121 Alder St. W., Dunnville - Sold but not yet closed - closed Sept. 30/13	SOLD									
Doverwood - 109 Hamilton Plank Rd., Port Dover	X	XX	X							

**Head Office**

P.O. Box 3110  
963 Airport Road  
North Bay, ON  
P1B 8H1  
Fax: 705.472.9927

November 21, 2013

**OPSBA Board of Directors**  
439 University Avenue, Suite 1850,  
Toronto, Ontario M5G 1Y8

To Whom It May Concern:

Main switchboard for all  
offices:

705.472.8170

Toll Free:

1.800.278.4922

Web site:

[www.neamorthschools.ca](http://www.neamorthschools.ca)

At the September 24, 2013 Regular Board Meeting, the following three resolutions were passed:

- 13-09-18      Moved by Randy Sheppard, seconded by Debbie Williams  
**WHEREAS** OPSBA was a result of the amalgamation of the Large Ontario School Boards, the Northern Trustee Association and the Public Trustee Association, and;  
**WHEREAS** Public Trustees have no visible identity,  
**BE IT RESOLVED** that the OPSBA name be changed to Ontario Public School Trustee Association to reflect Trustees in this Association.

CARRIED

- 13-09-19      Moved by Randy Sheppard, seconded by Jeff Serran  
**WHEREAS** many trustees are elected with little or no experience with a politically elected position, and;  
**WHEREAS** there is a need to provide the appropriate Professional Development, and;  
**WHEREAS** it is difficult for individual local Boards to provide workshops, and;  
**WHEREAS** networking is a valuable part of Professional Development, and;  
**WHEREAS** OPSBA would be the appropriate forum for Trustee Professional Development, and;  
**WHEREAS** there is a need to provide help for those Trustees who would be the leaders of the Boards,  
**BE IT RESOLVED** that OPSBA provide timely and relevant Professional Development workshops for Trustees.

CARRIED

....2

13-09-20

Moved by Al Bottomley, seconded by Michelina Beam

**WHEREAS** Trustees are locally elected under the Municipal Elections Act and are therefore part of the democratic political community, and;

**WHEREAS** Trustees are responsible to local ratepayers, and;

**WHEREAS** Trustees are responsible to provide local students with an education, and;

**WHEREAS** Trustees are responsible for the Board's budget, and;

**WHEREAS** Trustees are expected to work in partnership with the Ministry of Education, and;

**WHEREAS** there are issues that affect all Boards, and;

**WHEREAS** one voice for Public Education has an opportunity to impact on the Government, and;

**WHEREAS** that voice should be our Trustee Association,

**BE IT RESOLVED** that OPSBA strike a Political Action Committee to oversee political issues common to all Boards and respond accordingly.

CARRIED

A copy of this letter will also be shared with all School Board Trustees through their respective Chairs. Should you require anything further, please do not hesitate to contact me.

Sincerely,



Kathy Hewitt,  
Chair, Near North District School Board.

J-1-b



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

*Office of the Chair of the Board*

25 November 2013

The Honourable Liz Sandals  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario M7A 1L2

Dear Minister Sandals:

Re: Changes re Providing Extended Day Programming to Families with Financial Need

I would like to arrange an opportunity to meet with you to discuss strategies that would improve equity of access to the Extended Day Program for Ontario families.

We are concerned that providing Extended Day care in schools largely to those who can afford it serves only to widen the economic gap between rich and poor by giving significant educational and logistical advantages to rich families that are denied to the poor. The expansion of public education to include integrated childcare programs must be done with the principle of equity of access as a highest priority. To do otherwise is inconsistent with the government's stated goal of reducing poverty and with the underlying principles of public education. Equity of access to public education is a foundational principle of democratic society and, indeed, the very reason for public education's existence.

Over the past four years, your government has dedicated considerable resources towards the implementation of Full-Day Kindergarten and the Extended Day Program in Ontario schools based on the belief that *"early learning and child care is crucial to Ontario's success by providing enriched early learning experiences that promote future well-being. The sustainability and growth of the economy depends on the strength of our workforce, and many parents and families rely on child care in order to work, go to school or participate in retraining"* (*Modernizing Child Care in Ontario Discussion Paper*)

The Ottawa-Carleton District School Board shares your belief in the value of early learning and in the need to support access to integrated child care for children of all families in our community. School Boards have responsibility for student achievement and well-being in legislation. Clearly, by the Ministry's own statements, Extended Day is an essential component of this mandate.

The OCDSB has become a leader in the delivery of the Extended Day Program in Ontario. Currently, our district offers Extended Day Programs in 77 sites. As we rolled out Extended Day, we noticed a disturbing trend that the uptake in schools in low socioeconomic areas was much lower than in higher income areas of the city.

We have worked hard to ensure the program is available and either directly offered by the District or in partnership with a third party provider. However, we remain concerned that the current structure of the program is not accessible for families with demonstrated financial need. We are not

133 GREENBANK ROAD, OTTAWA, ON K2H 6L3

able to offer unused spaces to families at a reduced cost and the municipal childcare subsidy system does not adequately meet the needs of our communities.

We understand that, under the *Education Act*, the Consolidated Municipal Services Managers (CMSM) are responsible for the administration and management of the fee subsidy process and developing local policies to allocate funding in a way that best meets the needs of their community. We continue to work with our CMSM to advocate for change. However, if school districts are going to play a central role in the provision of child care, then we need to work directly with the Minister of Education on removing barriers related to fee subsidy and program access. Several of the solutions we wish to explore to increase equity of access do not necessarily require additional funding from the Ministry but changes to legislation.

As we were advised by Ministry staff that it would be contrary to legislation to open unused existing Extended Day spots to families waiting for subsidies, on 24 September 2013, the Ottawa-Carleton District School Board passed the following motion:

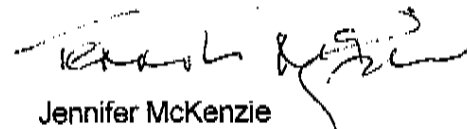
- A. THAT a legal opinion be sought through OPSBA to identify potential ways that Boards might be able to offer unused extended day program places, potentially at no cost, to families with demonstrated financial need; and
- B. THAT the Chair be directed to advocate for changes to provincial legislation, regulations and policies such that the extended day program is not inaccessible for families with demonstrated financial need.

Our district has sought a legal opinion and has been advised that our ability to make unused spaces available to families in need is contrary to the legislation. In order to address this problem, we require legislative change.

I would like to arrange a meeting with you to discuss the barriers inherent in the current system and to identify strategies that would better support the provision of the Extended Day Program to families in need. In this regard, Maureen Strittmatter, OCDSB Senior Board Coordinator, [maureen.strittmatter@ocdsb.ca](mailto:maureen.strittmatter@ocdsb.ca), will be in contact with your office in order to seek a meeting at your earliest convenience.

I look forward to speaking with you in more detail about our shared objectives for equitable access to early learning for Ontario students.

Sincerely,



Jennifer McKenzie  
Chair of the Board

cc All Area MPPs  
Education Critics, NDP, PC  
Michael Barrett, Ontario Public School Boards' Association, OPSBA  
Jim Grieve, Assistant Deputy Minister, Ministry of Education Early Learning Division  
Charles Pascal, Special Advisor on Early Learning  
The Atkinson Charitable Foundation  
The Education Foundation  
Growing Up Great, Ottawa  
Best Start Network, Ottawa  
Trustees and Student Trustees, Ottawa-Carleton District School Board  
Senior Staff, Ottawa-Carleton District School Board  
Chairs of Ontario School Boards



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051  
Fax: 905-713-1272 • www.ycdsb.ca

November 20, 2013

Elizabeth Crowe  
Chair of the Board  
Aurora/King  
Whitchurch Stouffville

Theresa McNicol  
Vice-Chair of the Board  
East Gwillimbury/  
Georgina/Newmarket

Teresa Ciaravella  
Vaughan  
Area 1, Ward 1

Carol Cotton  
Markham  
Area 1, Wards 1, 2, 3, 6

Marlene Mogado  
Markham  
Area 2, Wards 4, 5, 7, 8

Ann Stong  
Richmond Hill

Dominic Mazzotta  
Richmond Hill

Dino Giuliani  
Vaughan  
Area 2, Ward 2

Maria Carnovale  
Vaughan, Woodbridge  
Area 3, Ward 3

Cathy Ferlisi  
Vaughan, Thornhill/Concord  
Area 4, Wards 4, 5

Honourable Premier Kathleen Wynne  
Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

Dear Premier Wynne:

Re: Bill 69 - Prompt Payment Act 2013

I am writing on behalf of the York Catholic District School Board (YCDSB) to express our concerns regarding the proposed Bill 69, *Prompt Payment Act 2013*. As currently drafted, the Bill, if approved, would likely result in higher cost and delayed completion of construction projects. There is a very high probability that this legislation will result in Ontario residents having to contribute more financial resources (i.e. increased taxes) to support the construction of all public facilities – not just schools.

YCDSB has entered into many agreements with contractors for new school and school addition construction projects as well as for existing school alteration and renovation projects. As such, the Board recognizes the value of a good owner-contractor relationship that leads to the successful completion of a project on time and within budget. The current legislation regarding the construction environment supports this co-operative working relationship.

The underlying philosophy of the proposed legislation is that the owner is the sole cause of payment issues. In fact, payment issues can arise as a result of the actions of any party involved in a construction project whether it is the owner, contractor, sub-contractor or supplier. For example, a contractor may not fully reimburse its' sub-contractors or suppliers; a sub-contractor in turn may not fully reimburse its' suppliers and so on. The current remedy for not receiving fair payment is to file a lien against the owner's property – notwithstanding that the owner has fairly reimbursed the contractor. Under this proposed legislation, the owner will have little to no protection against a contractor who acts unethically (e.g. exaggerated claims, failure to complete the scope of work).

Under Article 6(3) of Bill 69, if approved as drafted, the contractor could claim for work not yet completed either by overstating the progress of work completed or by claiming for "...the value of the services and materials that have been or will be supplied to the improvement...". There are no parameters associated with this clause. The contractor, in effect, can claim for any amount of work at the beginning of the project and the owner is left with little authority to deny the claim for future work.



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Fax: 905-713-1272 • [www.ycdsb.ca](http://www.ycdsb.ca)

Under other clauses, the owner cannot withhold funds for any other purpose than for Holdback as permitted in the Construction Lien Act.

Restrictions to the payment period are also proposed in Bill 69. By restricting the payment timeline, owners would not have an appropriate amount of time for due diligence to review the contractor's progress draw by the consultant(s) and to do a title search to ensure that no liens have been placed on the property.

Each of the issues noted in the previous paragraphs can lead to a disagreement between the owner and contractor with regard to quantity and quality of work performed. In the proposed legislation, the contractor has the right to suspend work. Currently, if there is a disagreement, the owner and contractor can submit the matter to arbitration and there is no work disruption. All parties' rights are protected.

As previously stated, Bill 69 is directed at owners. It has been developed based on the construction industry's input with minimal to no consultation with owners of major projects in Ontario. There will be negative consequences to this legislation if approved. In addition to the likely negative impact on school construction projects, this legislation could become a barrier to private industry investing in the province due to the uncertainty of project completion and ultimate cost.

There is current legislation (e.g. Construction Lien Act) that protects the contractor against owners who act unethically. As well, Performance Bonds or Labour and Material Bonds are available options that protect all parties including the contractors, sub-contractors and suppliers. With proper forms of contract protection in place, the ultimate goal of a construction project being completed on time and within budget to mutual satisfaction and benefit to all parties can be achieved.

It is in the best interests of all concerned that Bill 69 be withdrawn. We recommend that, prior to any further action regarding Bill 69, meaningful dialogue with owner representatives be undertaken.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Crowe". The signature is fluid and cursive, with a large, stylized "E" and "C".

Elizabeth Crowe  
Chair, York Catholic District School Board

cc: Hon. Liz Sandals, Minister of Education  
Hon. Michael Chan, Liberal MPP



# York Catholic District School Board

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Fax: 905-713-1272 • [www.ycdsb.ca](http://www.ycdsb.ca)

Frank Klees, PC MPP  
Helena Jaczek, Liberal MPP  
Hon. Reza Moridi, Liberal MPP  
Peter Shurman, PC MPP  
Steven Del Duca, Liberal MPP  
Julia Munro, PC MPP  
Bill Fisch, Chairman and CEO of The Regional Municipality of York  
All York Region Municipal Councils  
Chairs of Ontario School Boards  
Ontario Catholic School Trustees' Association  
Members -Standing Committee on Regulations and Private Bills



# SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 tel. (705) 673-5620 fax (705) 673-6670  
www.sudburycatholicsschools.ca

November 18, 2013

Honourable Premier Kathleen Wynne  
Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

Dear Premier Wynne:

## Re: Bill 69, Prompt Payment Act – 2013

I am writing on behalf of the Sudbury Catholic District School Board to share our concerns regarding the Private Member's proposed Bill 69, *Prompt Payment Act-2013*, as it relates to taxpayer-funded school construction contracts across Ontario.

The board recognizes that prompt payment for acceptable construction work completed under the terms of contract is an essential component of a successful project. However, the language contained within the draft Bill has significant gaps that will result in added school construction costs, impacts on taxpayer-funded budgets, delayed school project openings within communities, and potential over-payments to contractors. The *Prompt Payment Act*, while potentially well-meaning in its intent, will have negative impact on Ontario's school construction initiatives and will not provide added value to Ontario taxpayers and students. Our most significant concern with Bill 69 is that there has been no known consultation with public or private owners.

The Explanatory Note on Bill 69 -2013 states: "The Act sets out various rules and requirements in relation to payments made under construction contracts... [The Act] entitles contractors and subcontractors to receive progress payments and to suspend work or terminate a contract if such payments are not made. It also provides that payments can only be withheld if the payer notifies the payee that a payment is disapproved or amended within 10 days after it is submitted. Limits are imposed on the amount that can be withheld ... [The Act also] requires owners to provide contractors with certain financial information before entering into a contract."

If the *Prompt Payment Act – 2013* is approved, there will be several negative implications to Ontario school boards. The specific concerns are outlined below.

**Contractor's Right to Terminate the Contract.** The Act, as drafted, allows a contractor to suspend work or terminate a contract if the contractor is not paid a progress payment. This is one of the more troublesome provisions of Bill 69 – 2013. There could be myriad reasons for not releasing a progress draw. As an example, the contractor's certificate may not be accurate or complete and may need to be returned to the contractor for correction: or funds may need to be retained by the owner for the contractor's deficient work, etc. Should these situations arise and the contractor chooses to suspend or terminate work on a school construction project, then significant problems will arise with delayed project completion and a resulting inability to meet the educational and accommodation needs of students and school communities.

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*Our Mission:*

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## SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 tel. (705) 673-6620 fax (705) 673-6670  
www.sudburycatholicschools.ca

**Payment of Lien Holdbacks.** The proposed Act directs that, "A payer shall pay the value of a holdback within one day after the day the payer is no longer required to retain the holdback." This directive differs from the current practice under the *Construction Lien Act*, which prescribes that the lien holdback must be released following the 45<sup>th</sup> day after substantial performance of the contract, but not necessarily on the 46<sup>th</sup>, or 47<sup>th</sup> or later date. Directing a release of the holdback by the owner to the contractor "within one day" means that on the 46<sup>th</sup> day, payment shall be made. As it can take several days to confirm that there are no liens on the property and to process the payment, the result of this direction could be deemed default by the owner. This could then trigger a termination of the contract by the contractor based on a delayed payment.

**No Additional Holdbacks.** The proposed Act restricts an owner from retaining holdbacks other than a lien holdback as allowed under the *Construction Lien Act*. The problem with this section is that it will limit a school board from retaining funds for holdbacks needed to offset the full costs of deficient work. Furthermore, owners would not be able to offset other funds to vacate liens. Retaining insufficient deficiency holdbacks often results in defective and unacceptable work not being properly corrected by the contractor. As a result, the owner does not receive completed work to the standard defined in the contract. A contractor's failure to complete their work, which can result with no other holdback provisions, can also delay the issuance of occupancy permits and the necessary completion of school program spaces for neighbouring communities.

**Payment Timing.** Under the Act, "A payer shall make a progress payment, ..., within 20 days after the day the payee submits the progress payment application." This short period is unreasonable considering the time needed for the consultant to review the application, submit it to the owner for their review and the processing of the payment. Standard contract clauses with school boards often have a 40 day payment period – a reasonable amount of time for the reviews and payment. Generally, this time period has not been an issue as contractors are aware of these payment terms when entering into the contract.

Equally important is the fact that this section of the proposed Act does not prescribe the standards for the submission of a progress payment application. Generally, there are other conditions that need to be satisfied for an application to be proper, such as acceptable dollar values, WSIB clearance certificate, payment statutory declarations, construction schedules, etc. Progress payment applications without these standard submission requirements from the contractor are not, and would not be, acceptable construction project management practice and would add risks to both sub-contractors and owners. In many cases, existing *Prompt Payment Acts* in the United States address this Bill 69 shortfall with wording defining an acceptable quality of the progress submissions. A late payment with this short review period could result in the contractor invoking the contract termination.

Also, the proposed Bill provides that, "a payment application is deemed to be approved (by an owner) 10 days after the day the payee submits the application, unless before the 10<sup>th</sup> day, (the owner) provides a written disapproval." Under standard school board contracts, the consultant has 10 days to review the application before forwarding it to the owner, so it would mean that school boards would not be able to consider or even complete the application review within 10 day notice period. Furthermore, the wording does not reference that the application needs to be a valid and complete application.

In addition to the above-noted concerns, there are issues with a number of other clauses in Bill 69, including the obligation by the owner to provide confidential financial information to the contractor which raises privacy concerns. Also there are references to "regulations" to the Act, which do not appear to have yet been developed.

---

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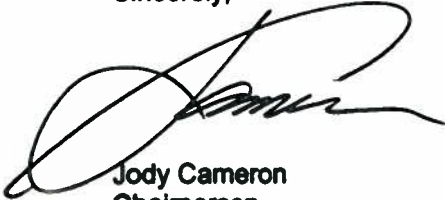
The Act also allows for advance payments for work to be completed, which would result in overpayments to contractors.

The draft *Prompt Payment Act – 2013* as it stands, would shift the balance of the school construction contracts so that school boards would not have the ability to retain the required funds for contractors' project deficiencies or liens. The Act would result in the late completion of school constructions and delayed school openings, with direct implications to the learning and teaching environments of Ontario students, teachers and educational staff.

The Board acknowledges that the timely payment to contractors for acceptable work completed within the terms of the construction contract is key to successful school construction projects. However, the terms detailed in Bill 69, *Prompt Payment Act – 2013* will be detrimental to school construction work on behalf of the communities and citizens of Ontario.

Accordingly there should be open public consultation on Bill 69, *Prompt Payment Act – 2013* and the Bill should not be approved as presented.

Sincerely,



Jody Cameron  
Chairperson

c.c. Honourable Liz Sandals, Minister of Education  
Chairs of Ontario School Boards  
Marino Gazzola, Ontario Catholic School Trustees' Association  
Bill Blackie, Ontario Association of School Business Officials

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